

## PERSONAL COLUMN

One way of solving a problem is to consider how best to create it in the first place. Then do the opposite. Take the problem of the bottom 40 per cent, presumed to be leaving their secondary schools with little to show for it. How would one create such a problem if it did not already exist?

Behold two comprehensive secondary schools in the small country town of Eden, where, you are invited to believe, everything in the garden is lovely. All the townspeople send their children to one or other of the schools. The butcher's children go, so too do the baker's. Nor is the school ever short of a candlestick. Furthermore, both the largest employer in the district and the leaders of the main political parties are also parents. So is the local newspaper's leader-writer. All have an interest in the two schools' success. And indeed they do well, for they are pleasant places to work in and attract and retain good teachers, who also send their children there.

There are few signs of the disaffected 40 per cent in the schools. Graffiti depend on aerosols and the shop-keeper, conscientious parent governor that he is, has long since stopped selling these.

Although I exaggerate a little, there are schools very like those in Eden still at work. It seems to be in no one's interest, unfortunately, to publicize their existence.

So much for Eden. One could embark on an interesting argument as to whether it was nearer the truth to say that everyone sent their children to school in Eden because the schools were good, or that the schools were good because everyone sent their children to them. But, be all that as it may, how would one create a bottom 40 per cent, who would be perceived as such, and perceiving themselves to be so perceived, would stir things up a bit?

I know what I would do. The wrecking qualities of the seven deadly sins are well-established, so, relying first on Pride and Envy, I would create a spanking new school a little way from Eden to which, I would ensure, only some of Eden's children could go. Exclusion of the others might conveniently be by price. That should get Envy going nicely. So it would be that the main employer's children, the doctor's, the



PETER NEWSAM

## The loss of Eden

'The wrecking qualities of the seven deadly sins are well-established'

leader-writer's and a sprinkling of others who had had the prudence to be born with prosperous grandparents, would move away from Eden. They would take some of Eden's teachers with them, including two of the four teachers in Eden with good honours degrees in physics, gained at considerable public expense. These teachers would be given extra pay which would annoy (Anger aroused by Greed) those left behind.

Every school, sometimes for better and sometimes for worse, has some effect on the ones down the road and this move away from Eden could be expected to affect the schools there in two ways.

First of all, the schools, deprived of some of their high performing pupils and teachers, would do less well in measurable terms. In any precise sense, the schools would no longer be comprehensive but, by retaining the name, would enable the career commentators to compare their performance unfavourably with their earlier, genuinely comprehensive, condition. The leader-writer, incidentally, with children now removed from Eden, might well produce articles about this and discover that the worries engendered bumped up sales remarkably.

Second, the move from Eden would weaken public commitment to the schools there. Loyalties would be transferred. Those who moved children away from Eden would do so because they hoped to purchase a privileged future for their children; a

future which by definition could not be available to all. Naturally, they would justify this move on the only grounds available to honourable people: the newly alleged defects of the schools they had left.

It needs hard work to create that 40 per cent so, although the Eden schools would now be damaged, they would need further treatment.

What these schools need, I would therefore suggest at this point, is to be set an example. Near to the fee-paying school (which, like Winchester and any other school with sense, would not wreck itself by expanding its numbers to meet the full demand for places) let us place another school, non fee-paying, to be staffed by some of the best teachers from the schools we want to set an example to and to be attended by pupils, from Eden and elsewhere, with the best-motivated parents. That should do the trick.

Before long, both the Eden schools would be struggling; but it ought not to be too difficult, by such means as ensuring that one lost its only graduate physics teacher, to contrive that one was in even deeper trouble than the other.

"Let the two schools now compete and the winner expand", I would now decree and the pecking order would soon be set in concrete: first, the fee-paying school (with 5 per cent of the children), next the set-the-others-an-example-non-fee-paying school (5 per cent);

then the less-damaged non-selective school still called comprehensive (50 per cent) and last, the gently collapsing non-selective school, also still called comprehensive, (90 per cent). Gotcha!

Of course there would be the finishing touches to apply. In particular, Eden's teachers might have to be ground into a condition of paralysis indistinguishable from Sloth by bizarre systems of school government ("if the decision does not lie here it, probably lies there"), and teacher-leadership and management over whose quality there is fortunately only space now to cast a veil. But through all the muck, something ought now to be clear. The pupils in the school at the bottom of the pecking order could be expected to become aware of what was happening. Hullo, they would say, all the why are we supposed to think much of that? One of the 40 per cent would then pick up a brick...

If the methods accompanying an effort to solve a problem, such as the 40 per cent, are the same as those that would be used to create it, there is scope for doing the opposite, is there not? Some scope for re-thinking? Probably not, actually, but I just thought I would mention it.

### NEXT WEEK

**Budget for time**  
John Sutton warns that heads will have to manage teachers' 1,265 hours over 195 days as carefully as the school cash

**The forgotten dispute**  
James Meikle reports on the college lecturers' pay negotiations

**Changing children's minds**  
Feuerstein's dramatic challenge to the notions of fixed intelligence

**Growth area**  
Mary Hope on the new market for special needs materials

**Extra: Reference books**

# THE TIMES Educational Supplement

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They are clamouring to get into Hammersmith and West London College, one of the first in the capital to offer a Certificate of Pre-Vocational Education. At an open day last week young people demonstrated their skills in everything from carpentry and plastering to joinery and sign-writing.

## Dyfed to shut last grammar schools

by Iola Smith and Sue Surkes

A secondary school in Wales will be closed by September 1988, following Dyfed County Council's decision to close its two remaining grammar schools. The schools at Whitland and Milford Haven are the last of a selective system which Dyfed had inherited from Pembrokeshire and Carmarthen authorities. Dyfed's policy since 1976 has been to abolish a county-wide comprehensive system, and reorganization has been taking place. The county was able to cope with falling rolls in English-medium schools, at the same time that demand was increasing for bilingual education. The newly-formed Dyfed Grammar Schools Association said it would conduct a vigorous campaign for parental choice, targeting marginal seats in Pembrokeshire, South Wales and the Midlands during the run-up to the election.

Mr Roger Peach, chairman of the association's steering committee, told a meeting in London earlier this week that support for the continuation of grammar schools be worth one million pounds. The selected marginals for the campaign all have grammar schools.

An educational trust has been set up for the 20 proposed city technology colleges, and is planning to use sweeping powers, if necessary, to force reluctant councils to sell vacant property as sites for the schools.

Sponsoring companies can make massive tax-savings on their donations through covenants to the newly-formed City Technology College Trust, a registered charity. Mr Kenneth Baker intends to give considerable grants to cover additional building costs.

The trust will seek to raise funds, locate sites for potential schools, carry out research into curriculum development, provide in-service teacher training, and build a centralized team of expertise in the teaching of technology.

And, in inner-city areas of high unemployment which have little industry to support a CTC, the trust plans to use a central reserve fund to run one or two schools of its own. Private estate agents are being asked to seek prime sites. The trust is discussing 16 possible CTCs with potential sponsors.

Mr Cyril Taylor, chairman of the trust, said: "If we cannot get the co-operation of the councils, we will

apply formally to the Department of the Environment to put vacant land on the registry of redundant property. This requires the land to be put up for auction within six months."

Some people might see such a move as "morally outrageous", he agreed. The trust was almost certain to be at loggerheads with Labour-controlled councils. "But I am pleading for bipartisan support. This is an initiative aimed at inner-city parents, not Tory voters in the leafy suburbs."

He has had "sympathetic murmurings" from three Labour councils and one, Langbaurgh District Council in North Yorkshire, has already agreed that a 15-acre development plot in

would hamper the project. Special arrangements will therefore be made for companies to borrow the difference with a government grant to meet interest repayments on the mortgage.

Obviously, it must make financial sense to the Treasury if Mr Baker is to win support for the plans. "We need build new ones which can cost anything up to £11 million," said Mr Taylor. However, one of the two existing sites - in Teesside - is not a school.

Legislation has also been prepared - in the event of a Conservative election victory - to enable the Education Secretary to guarantee loans. Recurrent costs will be paid by a DES grant equivalent to the amount an I.E.A. spends per secondary pupil - estimated at between £1,200 and £1,500.

All money will be "extra spending". The 20 CTCs were to constitute a "pilot" scheme which, if successful, would be a model for I.E.A.s to adopt.

A council set up to administer the trust includes Sir Randolph Quirk, president of the British Academy; Mrs Heather Brigstocke, head of St Paul's Girls' School; chairmen and directors

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## Trust may force sale of sites for CTCs

by Ian Nash

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Continued on page 3

### NOTICEBOARD

### No 305 CROSSWORD by Rufus

#### PEOPLE...

Mr David Bowers, deputy education officer of Cleveland County Council, to be director of education for Sunderland Borough Council.

Ms Ruth Goldberg has been appointed head of Kibboko school, south-east London. She was deputy head of King Edward VII school, Milton Keynes.

Ms Ros Morphet (below) to be director of the National Extension College in succession to Mr Richard Freeman, who is to be director of courses for the Open College. Ros Morphet was director of NEC publications.



#### CONFERENCES...

May 16 Tolson Society conference on The Hobbit at Church House, Westminster with Diana Wynne Jones and Geraldine Harris from 2 pm to 5 pm. Details from Church House Bookshop, telephone 01-222 9011.

May 26-28 National policy and local impact for senior I.E.A. and college staff with Bob Morris, Nicky Harrison, Mick Farley and Rob Wormald. Details

from John Graystone, Further Education Staff College, Bingley, Bristol BS16 6RG.

June 5 UK Council for music education and training conference on The development and management of instrumental teaching within the curriculum at the University of Reading School of Education.

Speakers include Leon Crichton, H.M. Keith Sedgwick, Anthony Howle and Michael Wearne. Details from Linda Cummins, 13 Back Lane, South Luffenham, Oakham, Leicestershire LE15 8NQ.

June 6 Step by step National Association of Primary Education Bedfordshire branch conference at Daubeney middle school, Kempston, Bedford with Bill Laar and Ken Ridley. Fee £7. Details from Mrs P. Brown, Dallow Infants' school, Dallow Road, Luton, Bedfordshire LE1 1LZ. Please enclose a stamped addressed envelope.

June 9 New training initiatives for work with under-fives, organized by Voluntary Organizations Liaison Council for Under Fives at the University of Nottingham school of education. Details from Mrs A. Eaton, secretary for short courses, In-service unit, School of Education, University Park, Nottingham NG7 2RD by May 15.

#### COURSES...

May 22 Opportunities in information technology organized by the Popper Unit of the Industrial

Society to demystify IT and encourage girls to look at it positively. Fee £30. Details from Fiona McCormack, The Popper Unit, The Industrial Society, Robert Hyde House, 48 Brynston Square, London W1H 7LN.

May 29-31 Children with special needs: how parents and professionals can work together, organized by the Association for Child Psychology and Psychiatry (A.C.P.P.), 21 Dyffryn House conference centre, St Nicholas, Cardiff. Details from Nels Seaton, School Psychological Service, Hendrecairn Road, Penygraig, Rhondda, Mid Glamorgan.

June 3-5 and June 10-12 Two courses organized by Castle Priory College, the first on Child abuse and neglect; treating abusing families, the second on Changing patterns of care in education. Details from the Principal, Castle Priory College, Thames Street, Wallingford, Oxfordshire OX10 0HE.

June 3-5 Widening concepts of work, organized by C.I.C.A. at Shildon City Polytechnic. Details from C.I.C.A. conference office, Sheraton House, Castle Park, Cambridge CB3 0AX.

June 3-4 New perspectives on teaching Christianity, for primary and secondary school teachers seeking new approaches to the Christian tradition. Details from Ken Oldfield, Regional Religious Education Centre, West London Institute of Higher Education, Borough Road, Isleworth, Middlesex TW7 5DU.

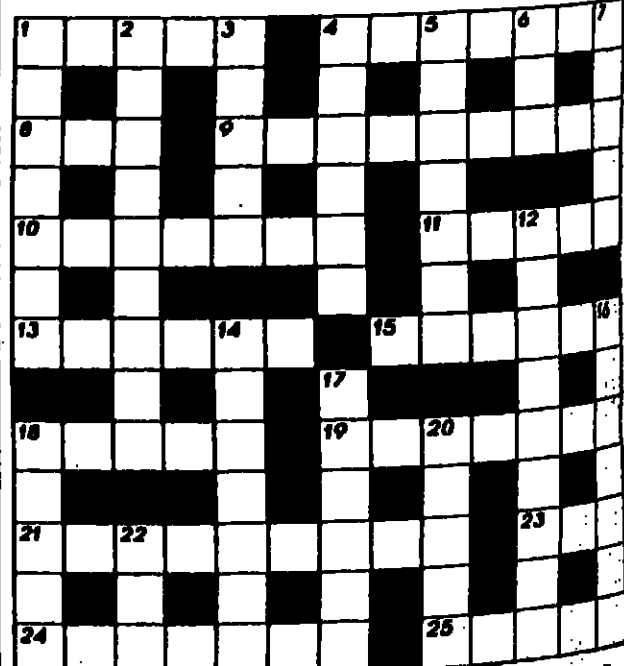
#### EVENTS...

July 29-August 8 Latin summer school at Kingswood School, Bath, for beginners, pre- and post-O level. Teaching, reading, grammar clinics and excursions. Details from Miss Lorna Kellie, Stubbins Green, Shotesham All Saints, Norwich, NR15 1YA. Tuition £35, full board £90.

May 17 Northern Association of Writers in Education Poetry Live open event at Lumb Bank with poets running writing workshops. Details from Irene Rawnsley, membership secretary, NAWE, 2 The Hollies, Stainforth, N Yorks.

May 20 The challenge of the able child - the work of the National Association for Curriculum Enrichment and Extension with Dr David George at North Westminster community school, North Wharf Road, London W2 at 7.45 pm.

May 21 Exhibition of pre-vocational study materials for 14 to 19-year-olds at Guildford Teachers' Centre, Pewsey Hill, Guildford from 3 pm to 6 pm. Details from Mr Ian Skeleton, head of centre.



#### ACROSS

- Arms order that's not on the level (5)
- Clos-up of nobility (7, 3, 4)
- The point of a dowry (3)
- A leading light in the cinema? (9)
- Measures taken about physical education are plainly Russian (7)
- A huge shipping order? (5)
- Draw south by boat (6)
- Naughty ladies men dream of (6)
- It's moved by chairlift (5)
- Shorten a river crossing? (7)

#### DOWN

- A devout leader insists they're cruel (7)
- Recovering, need month off (2, 3, 4)
- Fit of wild pique (5)
- He is in highest command (6)
- Flowers for Judy (7)
- Don't stop the top of the pops (3)
- Regard as a great pleasure (5)
- Gave up and left (9)
- Meat to examine (5)

some money (7)  
16 Foot is really a French word (7)  
17 V-sign shows that not in agreement (5)  
18 Land's put up a black (5)  
19 Not left (right) (4)  
20 A record given and round (3)  
Solution to puzzle 200

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EDUCATIONAL SUPPLEMENT  
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000



## Right hand, left hand

and the right of enrolment up to their physical capacity with no local authority strings attached. Large sections of the 1944 Education Act would become redundant and the local authority's planning task would be made infinitely more difficult.

The privatization process could be spread over a number of years, depending on demand and the DES's own capacity to process applications. The logical expectation would be for the maintained sector to shrink and therefore for the activities of local left-wing ideologists to be curtailed.

It is no surprise to find the Inner London Education Authority singled out for a side-swipe. The Tory manifesto opens up a real can of worms with its promise that inner London boroughs should have the option of contracting out and becoming education authorities in their own right. Given the complex inequalities of wealth and resources among the inner London boroughs, and the way in which the education system has developed without regard to local borough boundaries, this particular bright idea is going to need a lot of working out. It looks like political spite triumphing over administrative sense.

It is pointless to look for detail in a manifesto, which is more like a slogan than a White Paper. But anyone who looks at the implications of action along the lines of the Tories' privatization scheme must find them worrying for schools outside the charmed circle of those which are highly popular or go for UDI.

It must always be difficult for pupils, parents and teachers when there is a lot of spare capacity in a group of schools which are competing in the same catchment area. The manifesto's version of open enrolment would hasten the process of attrition for the least popular schools.

The reference to giving each school a budget in line with the number of pupils attending seems to suggest putting the allocation of funds on to a *per capita* basis, possibly to make it easier to transfer payment from the I.e.a. to the DES should the school opt for UDI. It must be extremely difficult to allow school numbers to rise (and fall) on popularity in the way the manifesto assumes, without either having to find extra money to protect the curriculum in the schools whose numbers would fall even faster, or taking ruthless measures to close schools quickly as soon as they are on the skids. And Mr Baker knows that closing schools quickly is neither politically nor

administratively possible, even if it were desirable.

The new-style, direct-grant schools are going to be interesting animals. The change of status will itself give a huge boost, and quite likely destabilize the competitor schools which remain locked into the local authority. It is not clear what criteria for direct-grant status will be laid down, over and above a wish for a change on the part of governors and parents.

Reports have suggested that Cambridgeshire's local financial management scheme has run into difficulties in deciding how to allocate funds fairly between schools of different size and character. Such matters have not gone unconsidered at the DES where a lot of thought is going into the kind of formulae which might be used to reach a weighted *per capita* figure, fair to schools of different kinds within a single local authority area. The settling of a formula, if done by the Secretary of State, would take away, at a stroke, large areas of local discretion and strictly limit the local authority's scope for positive discrimination. The commitment to local financial management looks like a modest proposal, but its ramifications could be far-reaching.

With the Conservatives 10 per cent and more ahead in the polls, it is much easier to take their proposals seriously than those of Labour and the Alliance. All the evidence is that the Conservatives mean what they say, and Mrs Thatcher will make life hell for any Secretary of State for Education in a government of hers who forgets it. But the other two parties are also deadly serious about education. They cannot help it if they have been upstaged by the Tories' radicalism.

The main Opposition parties promise more money and resources for education – the numbers are a bit different but the pound signs in their manifestos are only there for illustrative purposes. Labour has a series of plans for the first two years to be paid for out of a crash spending programme aimed at creating jobs. One way or another, Labour and the Alliance want to spend on books and equipment, painting and decorating, and in-service training. The Alliance promise to raise spending by £2 billion over the present public expenditure forecast for five years hence.

As the reports on pages 8 and 9 show, there is a lot in the Opposition party policies which reads like an intelligent commentary on *Better Schools*. They have done Sir Keith Joseph the honour of



taking him seriously, only to find the Tories got bored with the nuts and bolts of *Better Schools* and gone for the ideology of vouchers in its name.

If education is anything to go by, the Alliance would find it much easier to form a coalition with Mr Kinnock than Mrs Thatcher. Both Labour and the Alliance promise to dispose of the *per capita* teachers' dispute. The Alliance reaffirms its commitment to a pay review but which would put forward recommendations which would then become the basis for collective bargaining.

There is an inevitable tendency for opposition parties to put everything in and let the programmes with general statements of aims such as the raising of standards. The questions concern whether the proposals can achieve the aims attached to them, then assuming the money is forthcoming. The question mark hangs over many worthwhile ideas, while good in themselves, cannot support the weight of the expectations loaded onto them.

Exactly the same questions attend the different and much more controversial proposals outlined by the Conservatives. Even if you take the ideas appealing, can you honestly believe that will raise the standard of education for all people? Unfortunately, even those who like stimulating improvements in public schools could end up by debilitating others. Education needs most at the moment is honest, unexciting, hard work bringing the best ideas to fruition, not yet another successive ideological upheaval. Say this and the eyes of manifesto-writers glaze over.

## IN BRIEF

### Split decision

The big unions for teachers are divided over whether their members should attend annual parents' meetings, held for the first time this term. The National Union of Teachers has followed the Assistant Masters and Mistresses' Association in advising members not to accept invitations to meetings required under the 1986 Education Act – believing accusations could be levelled at individual teachers. But the National Association of Schoolmasters/Union of Women Teachers thinks teachers should attend, provided a code of practice is locally agreed.

### Tertiary dropped

The High Court has quashed plans to replace sixth forms with a tertiary college in Gateshead because the local education authority failed in its duties under the 1980 Education Act to consult parents on all six possible organization plans.

### Thoughts on YTS

About three-quarters of young people think that the Youth Training Scheme exploits its trainees as cheap labour. But most of them still value the training it provides.

The figure comes from a National Opinion Poll survey of 15 to 24 year olds, commissioned by the Transport and General Workers Union and the British Youth Council.

More than one in five of the sample said they would like to see YTS abolished, although less than half thought it of any help in getting a job afterwards. Three-quarters think the allowances too low.

### Not talking

The 3,000-member Association of Psychiatric Teachers is threatening legal action over the conduct of pay and conditions negotiations for lecturers in further and public sector higher education.

The union says it is playing no part in informal talks between the Labour-led local authorities and the National Association of Teachers in Further and Higher Education, nor is it being given facilities. The APT was guaranteed a seat on the national joint council under the Teachers Pay and Conditions Act.

### Training day

Regulations to allow schools to close for one day before the end of the summer term for GCSE in-service training have been laid before Parliament.

### Conversion course

Special conversion courses are being offered to arts A level holders to get them to switch to engineering studies. A Government-backed drive began this week to steer more students towards guaranteed places on engineering degree or diploma courses. The new one-year higher introductory technology and engineering conversion courses (HITECC), which began in September, will be free and will track for Manpower Services Commission adult training maintenance allowances.

Working into the fast lane is available on free loan from the HITECC Unit, Morris House, 22 Percy Street, London, W1P 0FF.

Preserving union participation is important if there is to be any progress that the Commission is more than a tool of the Government and the employers. It is important, too, in the case of the political climate generally because it forces the Government to listen – if only briefly – to views it doesn't share. It would be bad news if the unions pull out the rug – or if the Government loses patience.

...no comment

"You are invited to a one-day seminar on nuclear power for school teachers" invitation from Haverhill, Hampshire secondary school.

## Unions escalate strike plans for election run-up

by James Meikle

Teachers are planning to step up their selective strike action in the last few days of the election campaign.

Between 40,000 and 50,000 members of the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers are expected to strike between June 2 and election day, June 11.

Half-day walk-outs are being aimed at 52 local education authorities, about half of which have not previously been hit by the present round of industrial action intended to force a restoration of negotiating rights.

The escalation will dismay parents, according to Mr James Hammond, deputy general secretary of the National Confederation of Parent Teacher Associations. "I thought perhaps teachers had come to the view it was time to let parents say what they thought about the treatment of teachers, and try to bring about a change in the situation for teachers."

Political reaction from all three major political groups fighting the election was also hostile. Even before the escalation of action was announced on Wednesday, Labour expressed disapproval, the Alliance said frustration was speaking rather than common sense, and Mr Kenneth Baker, Education Secretary, was appalled at unions "dragging children into the election campaign."

Unions, which have been selecting different schools in different education authorities for half-day strikes all term, deny suggestions that members are reluctant to take part. Neither examination classes nor exams are being targeted.

National officers of the two unions decided at a joint meeting on Monday to continue the strikes, ending speculation that the action would be suspended, at least during the run-up to the election.

Some elements within the NUT particularly were worried by the possible damage to Labour by public-sector strikes, especially with the threat of civil service protests in the pipeline.

Mr Giles Radice, Labour's education spokesman, urged the union at Easter to consider calling off the strikes. He was firmly rebuffed. Teachers were afraid of being seen as being in Labour's pocket and gaining the Conservatives credit for returning calm to schools after a pay "settlement".

Labour and Alliance both pledge the restoration of negotiating rights in their manifestos, although the Alliance also states unequivocally that teachers' industrial action should cease.

The Conservatives repeat their promise of a consultative Green Paper outlining the alternatives for "an effective and permanent machinery for settling teachers' pay, in which the interests of all parties will be recognized".

The Assistant Masters and Mistresses Association has followed the NUT and the NAS/UTW in issuing advice to members on new contractual duties, warning them to keep a careful record from August of the hours in which they are under direction from the head.

But the Professional Association of Teachers is being advised to "have nothing to do with working to rule in relation to the new contract".

Teachers in Northern Ireland have voted overwhelmingly in favour of a pay and conditions offer made a month ago as an alternative to the Baker package. While receiving the same salary as in England and Wales, they have retained their negotiating rights. The offer was the best "absent teacher" cover arrangement in the UK.

Under the deal, schools and nursery units with one to three teachers will be permitted cover for absent teachers from the first day. Where the daily enrolment is below 222 pupils, cover will be provided on the second day, or from the first if the absence has been planned. All other schools will be free to have cover for the third day, or from the first in the case of a planned absence longer than two days.

## Trust may force CTC sales

Continued from page 1

of major companies, including British Steel and the sponsors, Professor Sir Bryan Thwaites, former principal of Westfield College; and Mr Joseph Harnatz, director general of ORT, the Organisation for Rehabilitation through Training, an international body that promotes technical and vocational excellence in education.

At its inaugural meeting last week, attended by Mr Baker, the council agreed that comprehensive heads should be asked to serve on it.

Local employers and not just the sponsors will be asked to help design the curriculum, but ORT will have a central role in its development. On in-service teacher training, ORT already uses facilities on the Westfield College campus where it is negotiating the lease of a building for an in-service college which will undoubtedly be at the disposal of the trust.

Mr Taylor has pressed for close association with ORT since becoming Mr Baker's adviser on CTCs earlier this year. He is strongly committed to the scheme which has created 800 technical secondary schools for 160,000 pupils in about 35 countries.

He also sees parallels with the West German *Realschule* system. "Self-selection for those pupils at 11 with the motivation for technical and vocational education," he said. If too many applied, selection would be based on interviews, recommendations from primary schools, and aptitude tests. "Our current thinking is that the

project should be set up long-term, recruiting two years at a time from 11 and 12-year-olds," he said. "It would be pointless to bring pupils in without experience of the earlier years."

Several of the sponsors, including those for the Solihull CTC, are, however, keen to make a quicker start, bringing them in at 11, 14 and 16, and it is doubtful whether the trust could lay down hard and fast rules of admission.

The benefits of the covenants have been undoubtedly spurred more companies to support the pilot, but Mr Taylor insists offers were flooding in before the additional incentive was agreed. Offers ranged from individual donations of up to £5,000 to multi-million pound pledges.

Although Mr Taylor was still coy about naming companies, he said: "I am confident that we will have sponsors for all 20 colleges within 18 months. The press view that companies are not interested is just not true."

He sees a similarity between the CTC "experiment" and the London Compact, run by the London Education Business Partnership, involving the Labour-controlled Inner London Education Authority and a consortium of companies which will have a strong influence on the curriculum and will guarantee jobs to all school-leavers who achieve specific educational goals.

He guaranteed that catchment areas for the CTCs would not clash with such schemes, although he did stress that he would not be a CTC to be a part of Inner London.



Cheers! An onlooker raises a glass to a montage celebrating the 30th anniversary of educational broadcasting by ITV. The occasion was marked last week by conferences in Birmingham and London and a dinner at the Dorchester Hotel.

## Allocation dispute mars budget trial

Cambridgeshire's much-publicized experiment in handing budget control to schools has run into trouble over the way money is allocated from County Hall.

Some heads of the 46 secondary schools in the "hung" county are disputing the formula for determining the amounts each are allowed to spend this financial year.

The scheme went countywide after four years of trials in half a dozen schools. The principle of financial delegation has been eagerly promoted both by the Alliance and the Conservatives, who want to give all secondary schools and larger primary schools control over their own spending.

Some smaller schools are concerned that they will lose out because the formula for this year does not take sufficient account of the proportionately higher costs in staff and resources needed to deliver the curriculum in their schools.

The scheme favoured by officers is

based on pupil numbers, with extra weighting for older children.

Mr Robert James, Conservative chairman of the working group on local financial management, admitted there were snags with the present budgets determined partly on past spending at each school.

"It is desperately important this can be understood by parents, governors and teachers, and not seem mystical claptrap, like the rate support grant." Budgets would be closely monitored and significant losses, or profits, would be closely investigated at the end of the year. More than 20 formulae had been discussed and there would soon be more talks.

A resolution viewing with deep concern I.e.a.s' increasing tendency to introduce local financial management schemes into schools during the current climate of financial constraint was passed unanimously at the National Association of Head Teachers' Welsh conference at the weekend.

## Notice served

Notices of complaint have been served on two Muslim schools for girls, following highly critical reports by HM Inspectors. Both the *Islamia girls' school*, Huddersfield (42 on roll) and the *Islamia girls' school*, Sheffield (28) were found to be in unsuitable accommodation and lacking resources and adequate staffing.

A Notice of Complaint is issued under section 71 of the 1944 Act. It applies to one or more of four areas: premises, accommodation, educational provision, or staffing, and the school is given seven months to improve standards. If a further inspection judges the school still unsatisfactory it may be, and usually is, ordered to close.

Both schools are located at a mosque in accommodation the inspectors judge unsuitable.

## Vacancies rise

The number of teaching vacancies in secondary schools in England and Wales rose by more than 300 – or 25 per cent – between January 1985 and the following year.

The figures are given in the latest statistical bulletin from the DES which shows that the total secondary teaching force in England last year, including part-timers as full-time equivalents, numbered 402,900.

Vacancies in secondary schools – in the first month of last year numbered 2,579, compared with 2,035 a year earlier. A survey by *The TES* last month suggested that about 4,400 secondary teachers had quit the profession in the previous 12 months.

Statistical bulletin 1187 and 3187. Statistics Branch, DES, Elizabeth House, York Road, London, SE1.

## CTCs trust the future

It is plain from Ian Nash's interview with the chairman of the City Technology College Trust on page 1 that a future Conservative government would be undeterred by industry's initial lack of whole-hearted support for the project.

Mr Cyril Taylor is wrong to attribute the view that many companies are lukewarm simply to the press. There is no doubt that major firms most noted for their commitment to educational co-operation have been among those most reluctant to divert their considerable financial investment in schooling towards the CTCs. Other companies have stuck to their strict non-political guidelines in distributing money.

Some will find their way a little clearer after the election result is known. It is true that those firms which have come forward publicly, such as Hanson and Dixons, have no previous educational track-record. Perhaps, indeed, the ICI, BP and Marks and Spencer school of good works might now be regarded by Tory ministers as too much a part of that cosy education consensus that they are now seeking to shake up.

In any event, Mr Taylor and his political masters mean business and no

arm will be left untwisted that could help to establish 20 colleges in the right place and the right time – compulsory purchase orders, generous tax relief on covenants, central reserve funds and the use of private estate agents to bypass recalcitrant inner city authorities. It is clear that the Trust's own drive has to be directed this way because of the prohibitive cost of building new schools from scratch – at an estimated £11 million a throw, even the CTCs' most fervent apostles acknowledge that would be asking companies to put too many eggs in one basket.

The determined search for new sponsors among local employers seems to be leading to some revision of earlier curriculum ideals which could weaken or change the concept.

When Mr Kenneth Baker published his first glossy CTC brochure in the wake of last autumn's Conservative Party Conference, the common curriculum for the first three years was modelled firmly on that set out in the DES's own *Better Schools* White Paper, allowing for modules of such elements as business understanding but with all the breadth and balance HMI could hope for. Years four and five would still encompass a largely directed common core, with limited optional choice, a heavy bias towards science, and Understanding Industry modules included in the core. It looked demanding, but attractive to many parents and educationists too, if it very (selective) existence didn't denigrate the local eco-system.

But now local sponsorship is being wooed by promising employers more say in the curriculum, and the international Organization for Rehabilitation through Training (ORT) is to be brought into a central development role.

ORT's technical secondary schools have long been admired by Sir Keith Joseph and Lord Young, so it is not altogether surprising to see their influence reappear under Mr Baker but, all the same, the original CTC blueprint did seem to offer a broader curriculum base.

Still more disturbing is the promise to employers. Local employers and chambers of commerce may well take a limited view of the skills they need at any moment of time from school-leavers. It has to be the job of local schools – even CTCs – to prepare students for something beyond immediate demands and horizons fore-shortened in job terms.

Reports recently from the Manpower Services Commission, the National Economic Development Council, the Confederation of British Industry and the British Institute of Management have all agreed that what industry most needs is a workforce with a good, broad education rather than specific work skills, which industry itself should then build on with the right training at every level.

Does the search for CTC sponsors have to be so all-out that promises of curriculum influence will put at risk all other advice? Or, as Mr Baker, so confident that the sponsoring com-

panies will all prove as broad-minded as the CBI and NEDC? He could be right – perhaps they'll choose the kind of broad general education they buy for their own sons (and daughters) in other independent schools.

## MSC's remit confirmed

"Big waves in MSC" said a headline in *The Times* on Wednesday. A second look showed that this referred to the Manchester Ship Canal, not the Manpower Services Commission which now occupies part of the building in London's Gray's Inn Road which once housed *The Times*.

Recent rumours (almost certainly emanating from ministers) had suggested bigger changes might be on the way than those which eventually figured in the Conservative manifesto. There is nothing about grandiose plans to make Lord Young the Overlord of Enterprise.

All the Conservatives intend to do is to take Job Centres away from the Commission and give them back to the Department of Employment and increase the number of employers' representatives on the Commission to reflect the fact that in their eyes, training should be led by the employers' requirements. It makes some sense to switch control of Job Centres, this will allow

the MSC to concentrate on its main functions as the "national training agency". Giving the employers more places on the Commission, however, will upset the balance of interests – deliberately – and could threaten the sentiment in the TUC against the unions' continuing participation. Options like NALGO, which have been fierce critics of the Youth Training Scheme, object to TUC representatives sharing responsibility for measures they deplore. Opposition could be coming to a head over the Job Training Scheme for young adults (which was formally rejected by the Scottish TUC). The old guard in the TUC will certainly do their best to block it.

Preserving union participation is important if there is to be any progress that the Commission is more than a tool of the Government and the employers. It is important, too, in the case of the political climate generally because it forces the Government to listen – if only briefly – to views it doesn't share. It would be bad news if the unions pull out the rug – or if the Government loses patience.

Working into the fast lane is available on free loan from the HITECC Unit, Morris House, 22 Percy Street, London, W1P 0FF.

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...no comment

"You are invited to a one-day seminar on nuclear power for school teachers" invitation from Haverhill, Hampshire secondary school.



## PLATFORM

## NEWS

Kenneth Baker's order that teachers should work 1,265 hours a year will force heads to allocate time carefully as capitation allowances. John Sutton explains how the time budget could be managed

## Counting the hours

The most important new task given to heads in 1987 is the management of time and their success or failure in handling it could be every bit as significant as success or failure in managing other, and closely related, resource, cash. Mr Baker's order creating new conditions of employment for teachers has made time in schools a finite resource. From now on, every English schoolboy should know that 1265 was not only the date of Simon de Montfort's Parliament, but also the number of hours his teachers must be at work during the school year.

Unlike the Acs agreement, from which Mr Baker derived both the concept and the actual figure, the order does not seek to prescribe how the 1,265 hours should be allocated to various activities, leaving that to the management skills of the head. What is also left to the head is the determination of the boundary line between work and activities carried out during the 1,265 hours and additional tasks beyond that time.

How this is to operate in practice must, to some extent, await experience, but the main outlines are clear enough. During 1,265 hours in the school year, spread reasonably but not completely evenly over 195 days, and no more than that, teachers will be available to work under the direction of the head. On five of those days, pupils will not be present. Teachers cannot be directed to work outside those 1,265 hours.

Nevertheless, teachers will work outside that time if and when they find that there are tasks which are essential to their professional duties, but which have not been completed within the 1,265 hours. The order gives, as examples, marking, preparation of lessons and the writing of reports, but this is not set down as an exhaustive list.

The time which such tasks may take cannot be defined, but depends upon the work needed to complete them. It is as long, in fact, as the proverbial piece of string, modified only by the obligation imposed on the head to maintain "a reasonable balance for



each teacher between work carried out in school and work carried out elsewhere". One suspects that a good deal of case law will be built upon this clause.

What, then, must be included within the 1,265 hours? About the following list there is likely to be little argument:

- All timetabled teaching support (non-contact) time;
- All registration and form-period time, and assemblies;
- All times (such as mid-morning breaks) when teachers are available to be directed to perform duties;
- All times when teachers are directed to perform supervisory duties outside the pupils' working day (such as bus duty, detention, and so forth);
- Attendance at staff and other school meetings and parents' consultation meetings as directed by the head;
- Any other time when a teacher is directed by the head to carry out a task or activity for which the time is specified.

The head's principal task is to manage the use of the 1,265 hours to be available from each teacher. The comparison with financial management is exact: a budget must be prepared, expenditure must be controlled, accounts must be kept and, above all, no blank cheques must be signed.

The time budget is different for each teacher and doubtless somebody will soon have a computer program ready to handle individual budgets at the press of a key. Individual budgets, however, will relate closely to the general time budget for the whole school, which the head must draw up, preferably in consultation with the staff, and certainly readily accessible to them. This budget will determine the broad pattern within which each teacher's personal budget will be planned.

For a secondary school, it may well look something like the example below.

All the hours in part A, and several items in part B as well, are definite commitments for all the staff and allow virtually no flexibility, other than that which is exercised in determining the timetable in the first place. The analogy with financial budgeting is exact: 90 per cent of the expenditure is committed in advance and flexibility and movement is only possible in the marginal 10 per cent, the items asterisked in the budget. Primary schools which have a shorter working day for pupils will have more flexibility than most secondary schools.

It should be noted that non-contact time within the pupil day is counted because the teacher is available for work, although he or she may not be called upon to do so. The need for a contingency item is as obvious for time as it is for cash. There will always be unforeseen events and emergencies which cannot be avoided and this may apply to the entire staff as well as to the individual teacher.

Because the room for manoeuvre is so limited, it is vital that heads keep control of their time budgets. This means a strict definition of what must now be described as directed time, that is time worked at the direction of the head. This is where the writing of blank cheques must be avoided.

With meetings, heads must plan clearly when they are to take place, who must attend and how long they are to last. Staff must be advised that, if the allotted time is exceeded, it is by their choice and not by direction, so that the extra time spent falls outside the 1,265 hours. Job descriptions must be so worded that no inference about

the head's principal task is to manage the use of the 1,265 hours to be available from each teacher.

School time budget	Hours
A Pupils' working year	
Timetabled lessons:	
190 x 8 x 35 mins	887
Assemblies, form periods:	
190 x 25 mins	111
Breaks (other than midday):	
190 x 25 mins	79
B Outside pupils' working time	
Pre and post-school duties:	
38 x 45 mins*	29
Staff meetings:	
6 x 90 mins	9
Other school meetings:	
38 x 120 mins*	76*
Parents' meetings:	
7 x 180 mins*	21
Appraisal	10
Days beyond pupil year	30
Contingencies/other tasks*	13
	1,265



directed time may be drawn from them and no incentive allowance must be awarded for the performance of an activity which falls largely outside directed time.

The greatest problem facing heads is likely to be with extra-curricular activities, such as sports, music, and other activities, which are not included in the 1,265 hours. The reality is that most schools will be able to devote little, if any, directed time outside normal pupil hours to these activities, most of which will remain what they have always been, voluntary. Even in the rare cases where field-work is a mandatory part of a syllabus, the mandate will not extend to the specification of time or place and, however regrettable it may be, it may have to be argued that the necessary work could be arranged without spending a week in the Cairngorms.

In this respect at least, nothing has really changed: the most committed and enthusiastic teachers have always given freely of their time to these extensions of their pupils' experiences and it is greatly to be hoped that, whatever the present grievances may be, they will continue to do so. They have never done these things at the head's direction in the past and the very nature of the commitment involved in many of them makes it entirely inappropriate that they ever should be.

Some heads may be able to find some directed time to allocate to these activities and they may do so, although the task of distinguishing between one activity and another could be invidious. It would also be possible, of course, if the staffing allocation is sufficiently generous, to trade off a part of the teaching timetable against a particular non-timetabled activity. Unless, however, this is already the established custom and practice in the school, it would be sensible to come to

such an arrangement by agreement rather than imposition. In the end, if parents, governors and education authorities want to be certain that such activities are provided for schools on any other than a purely voluntary basis, then the establishment of schools, and the time resources available to the head, will have to be increased.

Meanwhile, directed time will have to be tightly defined to include those things which the head expects to direct should take place. Use of that amount to "private enterprise" or to "matter how praiseworthy or necessary, cannot be allowed to count as directed time and the school's budget must be the pattern by which teachers are directed to follow. The teacher's position with regard to directed time must be in the Shakespearean words:

"I have no precious time at all to spend,

Not services to do, till you require."

That way, no head will face the current nightmare of explaining to parents and the chief education officer that the summer term has ended two months early because the staff have used up all their hours!

Of course, the head and deputy could keep the school going because the restriction on hours does not apply to them, although they would do well to recall the wise words written in the abortive Acs agreement: "It is not reasonable nor efficient for head teachers and deputy head teachers to be expected on a regular basis to work hours well in excess of those laid down for other teachers."

Indeed it is not, but the preparation, controlling and recording of the budget is yet another managerial task for heads and deputies to manage. For them, as ever, as Virgil put it: "Fugit Interera, fugit irreparabile tempus." (But meanwhile it is flying irretrievably time is flying.)

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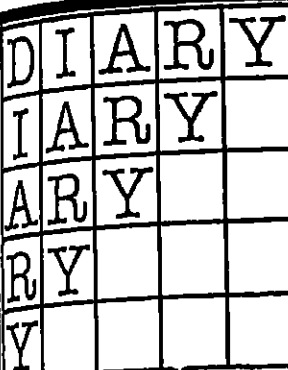
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Richard Garner interviews the Assistant Masters and Mistresses Association's heir apparent

## The invariably pragmatic Mr Smith

Peter Smith - the man who takes over at the helm of the Assistant Masters and Mistresses Association next year - has one regret about his union career. Years ago, acting in his capacity as the union's public voice, he described the AMMA in a press release as the "traditionally moderate" teachers' union. It is an epithet which has stuck.

"I wish I had described us as the 'invariably pragmatic' union," he said ruefully, "although I accept that such a phrase would not have made its way into the *Daily Mail* quite so readily."

He is at pains to point out that AMMA is just as anxious to see the restoration of teachers' negotiating rights as the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers - but believes the major publicity campaign his union is conducting is preferable to strike action.

"Those who embark upon strike action should be asking themselves three questions: Will it hasten the restoration of negotiating rights? Does it run the risk of alienating people who would otherwise support our case? Is it having no effect at all? If the answer is 'yes' to either of the last two, then you've actually got another question to ask yourself about its worth."

Peter Smith, 47, will be taking over as joint general secretary next January at a crucial time in AMMA's history - indeed a crucial time in the history of all the teachers' unions.

For several years now, his union's membership has been growing and it now boasts 123,000 members - just under 90,000 of whom are in state schools in England and Wales, traditionally the yardstick by which the competing unions have gauged their relative strengths since it determined how many seats they had on the former Burnham pay bargaining body.

"Last week, we received 300 membership applications



## PRIMARY

# Voters urged to back statutory childcare plea

by Sarah Bayliss

Working parents who have known the "luxury" of full-time childcare are faced with a nightmare when their children start school, say pressure groups which represent them.

Leaders of six groups representing children and their parents this week urged voters to make childcare an issue in the general election next month. In their "Vote for Children" initiative, launched in London, they said that children over the age of five need statutory provision outside school hours and during the holidays.

Mr Martyn Hall, director of the National Out of School Alliance, said the public paid lip-service to the needs of under-fives and provided a certain amount of care and education - albeit patchy.

"But when your child gets to about four, chill enters your heart," he said, because school hours from 9am to 3.30pm presented a "nightmare" and the needs of working parents were not generally recognized.

In fact, the beginning of a child's formal education often meant the interruption, if not the end, of a parent's - usually the mother's - career which was "an incredible waste of the nation's resources".

Mr Tom Shea, secretary of

NOOSA, said most of the 500 existing after-school care schemes had been set up by parents, rather than by politicians, but it was an idea "whose time has come".

Women could not have equal opportunities in employment without adequate childcare. "What we need is a commitment from the politicians that this is an essential part of growing up. Let's take the matter seriously."

Ms Christine Cudjoe, aged 23, an estates manager in the London borough of Hackney and a member of the Working Mothers' Association, said that her son, Nathan, had a full-time day nursery place because she was a single parent. She had been lucky, but she was worried about his full-time care once he starts school at Christmas. She often has to leave her home by 7.45am. "I simply don't know what I'm going to do," she said.

The press launch was arranged by the Workplace Nurseries Campaign, the Working Mothers' Association, the National Childminding Association, NOOSA, the National Childcare Campaign and the Voluntary Organizations Liaison Council for Under-Fives, and all political parties had been issued invitations.

However, only Ms Margaret Beckett, Labour's shadow minister for social services, attended. She said a future Labour government would set up a Ministry for Women. It would make a legal requirement on every local authority to submit development plans for after-school care schemes as well as services for under-fives.

The Labour Party intended to introduce statutory minimum standards covering childcare and education which would be "open to negotiation" with local authorities. The long-term aim was to provide for all who wanted places.

A fact-sheet produced by the Vote for Children initiative said that:

- 21 per cent of women with children between 0 and 2 years are in employment;
- 87 per cent of local authorities have a nil budget for after-school and school holiday play provision;
- a sample study by the London University Institute of Education found that 17 per cent of all seven-year-olds were not allowed out of the home alone; 27 per cent were allowed out but had to remain within sight and earshot; 59 per cent of mothers forbade their children to play in certain areas.

## Call for new round of science funding

by Ian Nash

Primary science will still need considerable financial backing for supply and in-service teacher training and education support grant money was cut in 1988, according to an inquiry.

A team from IPSE (Initiatives in Primary Science: an Evaluation) say much current grant work in 16 local authorities is having an immediate impact on children and there is a marked increase in staff confidence and expertise.

But preliminary observations show that the task of primary science curriculum development and support is greater than first anticipated and more than could be undertaken by the advisory teachers in the three years from 1985.

The I.E.A.s had to choose between concentrating support in a few schools to develop examples of good practice and spreading money among many.

The team says extra funds will be needed for books and equipment workshops for staff, giving updates school science co-ordinators, help with specific projects including parents' evenings and science week and assisting probationers.

Changes of staff were seen as a particular problem and, especially, those schemes where attention has been focused on a science co-ordinator. "There is great concern about what happens when he or she leaves," says the report of the project directed by John Slade, science adviser for Cleveland.

The report's concern about staff turnover and the development of individual expertise echoes worries at the beginning of the IPSE project that because advisory teachers were paid for their commitment to active learning, it removed excellent practitioners from the classroom.

IPSE - Initiatives in Primary Science: an Evaluation - an interim review is available from the Association for Science Education, College Lane, Hatfield, Hertfordshire AL10 9AA.

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## Ginger group seeks wider role

A pressure group which started three years ago to defend generalist teacher training courses against demands for greater subject specialism has decided to broaden its appeal.

Members of UPTC - the Undergraduate Primary Teacher Education Conference - decided at their annual general meeting in Coventry that its original cause was lost without a change in government.

They agreed to reorganize as a forum for all primary teacher trainers under the new acronym NaPTC - the National Primary Teacher Education Conference.

For the last three years, UPTC has presented a united front in opposing criteria for BED courses from the Council for the Accreditation of Teacher Education, which was set up by Sir Keith Joseph, the former Education Secretary.

CATE's requirements insisted that all courses must have the equivalent of two years' full-time study of specialist subjects - which has meant a major re-design exercise for all education departments.

Mr John Hallett, the chairman of UPTC who was re-elected to lead the new organization, said he had no regrets about the strength of its original opposition. He added: "The two regrets that we made enemies in our first years of operation because I believe we performed a function without which teacher trainers would rightly be indicted in future."

He believed the CATE criteria were "here to stay" if the Conservatives were re-elected. But UPTC had scored two major successes. The first was in convincing MPs on the Commons Select Committee on Education that primary teachers should have a generalist training.

The second achievement, said Mr Hallett, was to receive a pledge from Mr Giles Radice, Labour's shadow education spokesman, that a future Labour government would make it a priority to suspend CATE.

Mr Hallett said he hoped NaPTC would attract trainers from postgraduate courses in universities and polytechnics, advisers from local authorities, teachers and heads involved in teacher education.

Mr John Bailey, chief adviser for Bedfordshire, said additional staffing should be available to free probationers for one-fifth of their timetable for preparation, observing other classes in operation, reflection and recovery and visiting other schools.

Sue Surkes opens three pages of election coverage with an overview of the parties' pledges

## Clamouring to raise the standard



Everyone wants to improve standards but there is wide disagreement over how this can be achieved

Their manifesto, which is short and to the point and contains little that has not already been announced, leaked or speculated upon, stresses the importance of parental choice.

The education priorities set out by Labour and the Alliance are similar to each other, although while Labour went to the trouble of launching an education mini-manifesto on top of its main manifesto, the Alliance burying education well down in its proposals for change.

There are some major differences. The Alliance, for example, tries to recapture the idea of financial devolution from the Tories by proposing that schools have full charge of their own

budgets "as the Alliance has done in Cambridgeshire".

It is also more forthright about spending commitments, promising to increase investment in education and training by an extra £2 billion a year beyond that planned by the Conservatives by the fifth year.

Labour's manifesto remains mute on the subject. (A "significant" share of the £6 billion pledged for an emergency two-year jobs programme would go on education, the party's education spokesman Mr Giles Radice assured *The TES* this week. But he added: "Although we have a detailed breakdown of the £6 billion jobs programme, we will not give you the

precise details on each specific programme.")

On other issues, there is a difference of degree. Labour pledges to make nursery education available for all three and four-year-olds whose parents want it, while the Alliance plans one year's pre-school education for all. Both parties say they will phase out the Assisted Places Scheme, although the Alliance stresses that those already taking part in the scheme will not be affected.

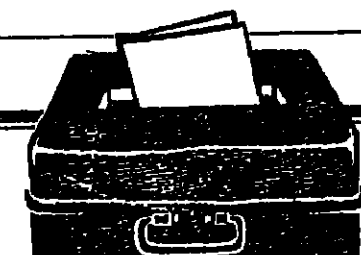
And both parties deal with charitable status for independent schools. But while Labour talks of "stopping" the diversion of resources through public subsidies to private schools, the Alliance says it believes "charitable tax reliefs in private education should only go to genuinely philanthropic activities" and adds it would "review the workings of charity law with that object in view".

Labour's new "standards plan" will ensure, among other things, investment in books, equipment and micro-computers, smaller classes and "proper" assessment of children's progress. Its School Standards Council (another name for the previously proposed National Education Council) will involve all the partners in the setting of minimum standards of provision and discussions about the curriculum and assessment.

The parent vote is targeted by both parties with Labour promising a network of Education Advice Centres and the right to consult an education ombudsman in each local authority. The Alliance envisages the appointment of an adviser in each local authority charged with developing a closer partnership with parents.

Both parties further commit themselves to restoring teachers' negotiating rights.

## GENERAL ELECTION



ELECTION '87

## Tory policies most popular

An *Observer/Harris* opinion poll published last weekend has shown the Conservatives to be the most trusted party on education issues. Of the 1,040 respondents, 36 per cent supported Conservative education policies, 31 per cent Labour, and 17 per cent Alliance.

The results of an NOP poll of voting intentions among 15 to 24-year-olds, showed that 37 per cent preferred Labour, 30 per cent Conservatives, 27 per cent the Alliance, and 6 per cent other parties.

## Cover-up charge

Mr Giles Radice, Labour's education spokesman, has accused the Education Secretary of attempting a "pre-election cover-up" by refusing to publish four IMI reports.

Mr Kenneth Baker has said that work is incomplete on three reports - on school furniture, spending, and charges for education. The fourth, he said, did not exist.

## Question time

In a list of questions issued by the Educational Publishers Council, parliamentary candidates have been asked if they:

- recognize the "present inadequacy of book provision in our schools which has fallen by 23.1 per cent in real terms between 1978/79 and 1985/86".
- accept that "many children are forced to share books".

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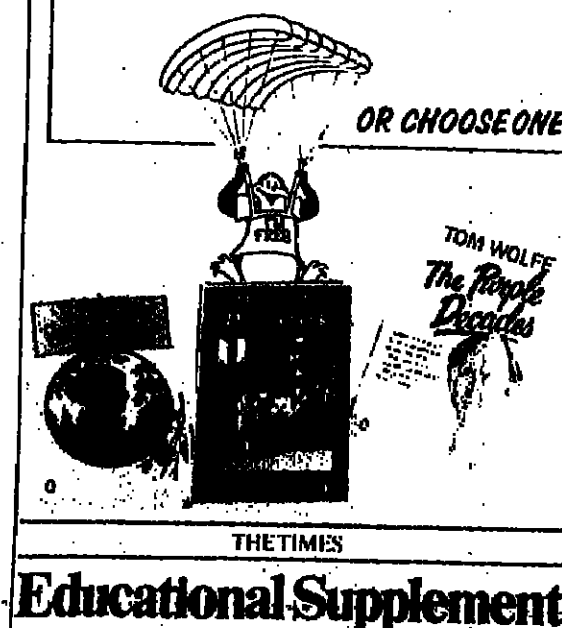
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## GENERAL ELECTION

## GENERAL ELECTION

ELECTION '87

● £2bn budget boost ● more INSET

# Restoration of pay negotiating rights promised

We will increase investment in education and training by an additional £2 billion per annum beyond that planned by the Conservatives by the fifth year.

We aim to:

- Widen access to education;
- Raise standards in schools;
- Increase research;
- Provide more effective training and skills.

The Alliance believes that the Government should make it clear that teachers' pay and conditions would be improved for the current settlement only, and that an independent review body would be established to make proposals on teachers' pay and conditions as a basis of negotiation. We understand and sympathize with the teachers' anger at the removal of their negotiating rights. We would restore them. But the action by the teachers unions should cease.

The Alliance plans:

- To create a united Department of Education, Training and Science, and put local education authorities in charge of much of the local training work of the MSC;
- To restore negotiating rights to teachers and to create a General Teaching Council to enhance professional standards, which will also be supported by more in-service training

Here and opposite we re-print extracts from the education sections of the party manifestos

## ALLIANCE

and appraisal to ensure that good teachers do not have to leave the classroom to become administrators in order to achieve adequate rewards and status;

- To raise standards in schools through increased resources for books and materials, doubling teacher training in shortage subjects such as maths, science and computing, through special funds for innovation, through a stronger Inspectorate and through a broad and balanced curriculum established by consensus providing for all pupils but allowing for local needs to be reflected and innovation to be tried;
- To make available one year's pre-school educational experience for all children;
- To develop the potential of each young person by the wider use of profiles and records of achievement, by encouraging early specialization by reforming the A level examination so that it covers a wide range of subjects over the arts-science divide, by positive action to encourage girls to take up subjects previously dominated by boys;



Training for shortage subjects such as maths and science would be doubled

□ To enable schools to have full charge of their own budgets, as the Alliance has done in Cambridgeshire, ensuring that a fully representative governing body is accountable for making the most effective use of the available money;

- To get rid of artificial divisions at 16 by taking steps towards a single system of education and training allowances, replacing the present arrangements which make YTS schemes more financially attractive than further study;
- To develop tertiary colleges where local conditions are appropriate;
- A crash programme to overcome skills shortages, with an expansion of training and re-training facilities under the guidance of local education authorities, giving representation to trainees in the management of schemes;
- A training incentive scheme to encourage employers to increase their commitment to training; companies spending above a certain quota on training would receive a rebate;
- To enable the long-term unemployed to take up vacant places in further and higher education courses without losing benefit, with the student able to leave the course immediately a job becomes available;
- To widen access to further and higher education by an immediate restoration of benefits taken away by the Tories, plus a 15 per cent phased real improvement in student support;
- To guarantee a period of free further education based on Open University levels of funding for every one over 18 to be taken at a time of their choice;
- To restore confidence in our universities.

We will encourage greater co-operation between state and independent schools.

- We will build on YTS to turn youth training into a fully comprehensive, high quality vocational and educational programme for 16 to 19-year-olds;

— demands also included by Sinn Féin, the political wing of the IRA.

The Social Democratic and Labour Party, which has 13 candidates and is putting education forward as a central theme of its campaign, has advanced a plethora of novel proposals which not only say what but how reforms should be introduced.

The SDLP demands that a special taskforce be set up immediately to increase participation in nursery education. Only 6.5 per cent of three and four-year-olds in Ulster attend nurseries, compared with 10.2 per cent in England and Wales. The party, while contributing to the overall outcry against the 11-plus, also sees a case for expanding with extra 16. But it urges that the GCSE be kept under constant surveillance to ensure maximum advantages accrue from it.

The party insists that segregated education is not a cause of community tension. It wants the churches to establish a number of inter-denominational secondary schools and recommends twinning between schools.

Sinn Féin, with 14 candidates, shares a concern for the "non-status" of Irish in schools. It wants an arrangement where small schools of 25 pupils can automatically be designated as Irish-medium schools.

Both parties are in favour of mandatory grants for part-time students and back-to-school community education facilities, directed towards the unemployed.

□ We will offer a job guarantee for young people who have been unemployed for more than a year.

□ We will get rid of artificial divisions at 16 by taking steps towards a single system of education and training allowances, replacing the present arrangements which make YTS schemes more financially attractive than further study.

□ We will restore student benefit entitlements, make a 15 per cent phased real improvement in student support, increase the number of full-time equivalent students by 10,000 (20 per cent) in five years and double the number by the end of the century.

## 10-point plan

A national programme for raising educational standards — The Alliance 10-point plan.

□ Encouraging progress

We will require all schools, both maintained and independent, to publish indicators showing progress in academic results related to intellectual, social factors such as community involvement, truancy, and delinquency.

□ Setting goals

We will ask each school to set targets for improvement — in the case of maintained schools, in consultation with their I.E.A.s.

□ Assisting improvement

We will institute "special inspection" of all schools which regularly fall below a certain level in terms of progress achieved.

□ Rewarding excellence

We will institute an annual "Queen's Award" for schools, to be judged by an independent panel of experts, for outstanding progress, teaching and curriculum innovation and success.

□ Promoting professionalism

We will establish "teacher fellowships" as one-year awards to outstanding teachers.

□ Spreading technology

We will develop information technology centres as resources of technological expertise in collaboration with local colleges, polytechnics and universities and computing.

□ Enriching experience

We will initiate a pilot project of summer schools, targeted on inner-city children, to enhance performance across the curriculum; we will approach independent schools to participate and make their facilities available for these summer schools.

□ Boosting numeracy

We will inaugurate a national numeracy campaign, backed by advertising and television.

□ Involving parents

We will launch pilot projects for parental involvement in schools.

□ Empowering parents

We will establish a "code of good practice" for I.E.A.s including:

- Parents having a voice on education committees;
- L.E.A.s publishing their policies on home-school links;
- L.E.A.s appointing an advisory officer with special responsibility for developing a closer partnership with parents;
- The training of parent governors.

Education budgets must be restored to the relatively high levels of 1976, according to the Plaid Cymru manifesto. The Welsh nationalists should be present in small communities should be provided with necessary through multiple use of buildings and facilities, the employment of peripatetic teachers, and audio-visual links between schools.

Giant comprehensives should be phased out, especially those spread over several sites.

The Green Party, which strongly believes education should be available throughout life and not restricted to the young, commits itself to small-scale comprehensive. In its manifesto, it is launched next Thursday, due to be launched next Thursday, pledges the long-term replacement of public examinations by assessment and public examinations by assessment and participation in the development of education.

In addition, we shall work with L.E.A.s to secure a flexible but clear core curriculum agreed at national level, a School Standards Council, and a new profile of achievement recording for all pupils. We will improve links between schools and home so that parents and teachers can participate in the best interests of children.

● National core curriculum ● more parental choice ● heads to control budgets

# State schools to be offered independence

## CONSERVATIVE

Parents want schools to provide their children with the knowledge, training and character that will fit them for the world. They want them to be taught basic educational skills. They want schools that will encourage moral values: honesty, hard work and responsibility. And they should have the right to choose those schools which do these things for their children.

For, we will establish a national core curriculum.

It is vital to ensure that all pupils between the ages of 5 to 16 study a basic range of subjects — including English and science. In each of these basic subjects syllabuses will be published and attainment levels set so that the progress of pupils can be assessed at around ages 7, 11 and 14, and in preparation for the GCSE at 16.

Parents, teachers and pupils will then know how well each child is doing. We will consult widely among those concerned in establishing the curriculum.

Second, within five years governing bodies and headteachers of all secondary schools and many primary schools will be given control over their own budgets.

They know best the needs of their school. With this independence they will manage their resources and decide priorities, covering the cost of books, equipment, maintenance and staff. Several pilot schemes for financial devolution to schools have already been set up in Lancashire and Solihull.

We will increase parental choice. The most consistent pressure for high standards in schools comes from parents. They have a powerful incentive to ensure that their children receive a good education. We have already done much through the 1980 and 1986 Education Acts so that parents can make their voice heard. But parents still need better opportunities to send their children to the school of their choice. That would be the best guarantee of higher standards.

To achieve this:

- We will ensure that local education authorities set school budgets in line with the number of pupils who will be attending each school.
- Schools will be required to enrol children up to the school's agreed physical capacity instead of artificially restricting pupil numbers, as can happen today. Popular schools, which have earned parental support by offering good education, will then be able to expand beyond present pupil numbers.

These steps will compel schools to respond to the views of parents. But there must also be variety of educational provision so that parents can better compare one school with another.

We will therefore support the co-existence of a variety of schools — comprehensive, grammar, secondary modern, voluntary controlled and aided, independent, sixth form and tertiary colleges — as well as the reasonable rights of schools to retain their sixth forms, all of which will give parents greater choice and lead to higher standards.

We will establish a pilot network of city technology colleges. Already two have been announced and support for more has been pledged by industrial sponsors.

We will expand the Assisted Places Scheme to 35,000. This highly successful scheme has enabled 25,000 talented children from less-well-off backgrounds to gain places at the 230 independent schools currently in the scheme.

We will continue to defend the right to independent education as part of a free society. It is under threat from all the other parties.

Fourth, we will allow state schools to opt out of I.E.A. control.

If, in a particular school, parents and governing bodies wish to become independent of the I.E.A., they will be given the choice to do so. Those schools which opt out of I.E.A. control will receive a full grant direct from the Department of Education and Science. They would become independent charitable trusts.

In the areas covered by the Inner London Education Authority, where entire borough councils wish to become independent of the I.E.A., they will be able to submit proposals to the Secretary of State requesting permission to take over the provision of education within their boundaries.

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Cutting the cake: each borough in the capital will be allowed a slice of the Inner London Education Authority's current responsibilities

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## Unionists stay out of class

by Carmel McQuaid

A clamour for nursery schools, an end to the 11-plus, and for integrated education and grants for students over 16 are pervading themes in the manifestos from five of the seven Northern Ireland parties contesting the general election.

But the two biggest groups, the Ulster Unionists and the Democratic Unionists, are standing exclusively at "the constitutional crisis" and have not included what happens in classrooms as an issue.

Mr Sammy Wilson, the DUP education spokesperson, said: "There is no point in coming to the electorate. We don't have any input into education. All we can do is make vain pleas to ministers — Englishmen who know little and care less."

The non-sectarian Alliance Party — which is not taking to the Liberal-SDP grouping — is contesting 16 of the Province's 17 constituencies, and the Workers' Party with 14 candidates, make a concerted bid for integrated education.

They also want selection at 11 replaced by a flexible comprehensive system.

Both parties are in favour of mandatory grants for part-time students and back-to-school community education facilities, directed towards the unemployed.

— demands also included by Sinn Féin, the political wing of the IRA.

The Social Democratic and Labour Party, which has 13 candidates and is putting education forward as a central theme of its campaign, has advanced a plethora of novel proposals which not only say what but how reforms should be introduced.

The SDLP demands that a special taskforce be set up immediately to increase participation in nursery education. Only 6.5 per cent of three and four-year-olds in Ulster attend nurseries, compared with 10.2 per cent in England and Wales. The party, while contributing to the overall outcry against the 11-plus, also sees a case for expanding with extra 16. But it urges that the GCSE be kept under constant surveillance to ensure maximum advantages accrue from it.

The party insists that segregated education is not a cause of community tension. It wants the churches to establish a number of inter-denominational secondary schools and recommends twinning between schools.

Sinn Féin, with 14 candidates, shares a concern for the "non-status" of Irish in schools. It wants an arrangement where small schools of 25 pupils can automatically be designated as Irish-medium schools.

Both parties are in favour of mandatory grants for part-time students and back-to-school community education facilities, directed towards the unemployed.

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## Plaid calls for 1976 spending

by Sue Surkes

Education budgets must be restored to the relatively high levels of 1976, according to the Plaid Cymru manifesto. The Welsh nationalists should be present in small communities should be provided with necessary through multiple use of buildings and facilities, the employment of peripatetic teachers, and audio-visual links between schools.

Giant comprehensives should be phased out, especially those spread over several sites.

The Green Party, which strongly believes education should be available throughout life and not restricted to the young, commits itself to small-scale comprehensive. In its manifesto, it is launched next Thursday, due to be launched next Thursday, pledges the long-term replacement of public examinations by assessment and public examinations by assessment and participation in the development of education.

In addition, we shall work with L.E.A.s to secure a flexible but clear core curriculum agreed at national level, a School Standards Council, and a new profile of achievement recording for all pupils. We will improve links between schools and home so that parents and teachers can participate in the best interests of children.

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● Smaller classes ● improved supply of books and equipment

# Nurseries get top priority

Labour will invest in education so that the abilities of all children and adults from all home backgrounds and in every part of our country are discovered and nourished.

We will make nursery education available for all three- and four-year-olds whose parents want this opportunity. We will make provision for smaller classes and ensure that children have up-to-date books, equipment and buildings without having to depend on fund-raising for those essentials.

The entitlement to free school meals and the restoration of nutritional standards are, like the strengthening of the school health service, commitments which are necessary to safeguard the physical and social well-being of growing children.

We will see that teachers are recognised properly as well-qualified professionals, in their systems of rewards, in the procedures for negotiation of their employment conditions and in participation in the development of education.

In addition, we shall work with L.E.A.s to secure a flexible but clear core curriculum agreed at national level, a School Standards Council, and a new profile of achievement recording for all pupils. We will improve links between schools and home so that parents and teachers can participate in the best interests of children.

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## LABOUR

We shall foster achievement with other policies such as providing proper funding for the GCSE curriculum and examination, for improved supply of teachers and equipment for science subjects so that girls as well as boys increase science learning. There will be maintenance allowances for 16 to 18-year-olds whose family circumstances would otherwise impede their further education.

We



# Richard Garner bids farewell to educationists leaving Parliament and looks at who might replace them

## Retirements ring changes among the old guard

The class of '87 – those MPs who left Parliament last Friday never to return because they were retiring from the fray – includes a veritable shake-out of former education ministers.

Three former Secretaries of State – two Conservative and one Labour (at the time he held office) – have gone as well as three junior counterparts.

In addition, Parliament was saying goodbye to the man who launched education's "Great Debate" – former Prime Minister Sir James Callaghan – and a former local education committee chairman, the Liberal MP Mr Stephen Ross, who once chaired the Isle of Wight's education committee.

The best known of the retiring education heavyweights is probably Sir Keith Joseph – Education Secretary from September 1981, until last May (was it really only last May that Mr Kenneth Baker arrived at Elizabeth House?).

The predominant memory of his five years in office will be of his agonizing over continued years of disruption in schools – as teachers embarked on strike action in support of pay claims.

He was regarded as the "guru" of the radical wing of the Conservative Party – now somewhat surprisingly so much in the ascendancy under his successor, Mr Baker, the former Heathcote – when he succeeded to office in 1981.

However, by the time Sir Keith left office – having told his party colleagues along the way that vouchers (although "intellectually attractive") were an administrative impossibility and that he would need evidence about the

subversive nature of peace studies before taking action against them – the radical right were looking elsewhere for a champion.

It must not be forgotten, though, that during his period of office, he set the seal on the introduction of the GCSE examination that his predecessors had talked about for years. Even that reform – desired by educationists of most persuasions – has become dogged by claims of inadequate resourcing.

Sir Keith, who retires as MP for Leeds North East after 31 years in the Commons at the age of 69, replaced Mr Mark Carlisle as Education Secretary. Mr Carlisle, the MP for Warrington South in Cheshire, who has been in the Commons for 23 years, quits at the age of 58.

It would probably be true to say that Mr Carlisle's period at the Department of Education and Science was less memorable (except for the Professional Association of Teachers, to whom he gave a seat on the Burnham pay negotiating body) than Sir Keith's.

However, he did give us the Assisted Places Scheme – in one of the first Acts of the incoming Thatcher administration of 1979 – and, according to the teacher unions at least, paved the way for the disruption of the succeeding years by removing the statutory procedure whereby pay negotiations automatically went to arbitration if they were deemed to have broken down irretrievably.

The third Education Secretary to retire from the Commons last Friday

was the Conservative MP for Daventry who said on taking office at the DES: "I am determined that we should now make the fastest possible progress towards ending selection for secondary school places."

A Conservative MP? Determined to stamp out selection? You've guessed it. He was Mr Reg Prentice, the MP who crossed the floor of the House of Commons during the 1974-79 Labour government, and ended up as a junior minister in the Department of Health and Social Security in the first Thatcher administration.

His time at the DES seemed to have been welcomed – with reservations – by the TES which said at the moment he was replaced by Mr Fred Mulley: "The loss of Reg Prentice from the DES will be regretted by both pressmen and civil servants."

"He adopted a friendly and frank approach with the former, and he set out to establish a good rapport with the latter."

"Yet somehow his capacity for speaking out boldly and controversially on certain big issues – though not on education while he was at the DES – served to confuse the issues instead of clarifying them. Perhaps now that he is away from education he will speak more openly about it."

Sad to relate, that is the last cutting the TES has of Mr Prentice.

On the junior ministerial level, one of the most flamboyant characters in the House, Mr Norman St John Stevas, the MP for Chelmsford, is quitting at the age of 58.



Saying goodbye: Sir Keith Joseph, Mark Carlisle, Reg Prentice, Sir James Callaghan; hopefuls: Shirley Williams and Hilary Benn

Mr St John Stevas was Conservative opposition spokesman on education during the Callaghan "Great Debate" years and a junior minister during the Heath administration.

He reached the summit of his career as Leader of the House and Minister for the Arts from 1979 to 1981 in Mrs Thatcher's first government.

Mr Ernest Armstrong, who served as a junior minister at the DES in the Wilson administration of 1974 and was himself a teacher before the Second World War, is retiring from his north-west Durham constituency at the age of 72.

Finally, Sir William van Straubenzee, chairman of the Parliamentary Select Committee on Education, Science and the Arts until the dissolution, is also retiring. The MP for Wokingham has been in the Commons since 1959 and was another to serve as a junior minister in the Heath administration.

However, if three former Education Secretaries are now bowing out, at least – is hoping to return. Mr Shirley Williams, Education Secretary in the Callaghan administration, has set her sights on the highly coveted Cambridge seat for the SDP.

Another former party education spokesman – albeit only for about a fortnight – who is hoping to make a comeback is Mr George Cunningham, the former MP for Islington South, who only just lost out to Labour when he made the switch to the SDP before the 1983 election.

And for every education committee chairman who leaves the Commons one is waiting in the wings to replace him. Mr Hilary Benn, who chairs the London borough of Ealing's education committee, is contesting Ealing North for Labour against the former deputy headteacher and Conservative MP of several years' standing, Mr Harry Greenway.

## Balancing science and winning votes

by Ian Nash

If elected, a Conservative government would be in no rush to extend its "balanced science for all" policy beyond the age of 16, Mrs Angela Rumbold, Minister of State for Education, said last week.

Using more populist jargon, she might have said: "A levels are safe with us." It has been said before and is reckoned to be a vote-winner. But if the growing tide of opinion within the scientific and education community is correct, then such votes are won on public ignorance.

It is not the A level GCE itself that is in question, as became clear at the launch of two major science education initiatives last week. It is the fact that, as an arbitrary standard, it has increasingly prevented others from getting a look-in.

Mrs Rumbold was careful not to rule out the possibility of A level reform following the Higginson committee report, when she spoke after the launch of the Association for Science Education pack, *Balanced Science for All*, that is aimed at informing parents, governors and employers.

But with the abundance of educational initiatives already in progress, "there is a need to let things settle, otherwise we will be accused of attempting to lower standards," she said. Her political sympathies are with party members sceptical about A level dilution and even about Advanced Supplementary (AS) levels.

Pre-16 education is quite another matter, as she told the ASE last week. "We believe that all pupils should follow a broad, balanced and relevant science course to the age of 16 which occupies no more than about 20 per cent of total curriculum time in years four and five."

The Government could hardly fly in the face of evidence from the ASE's 1979 report *Alternatives for Science Education*, Her Majesty's Inspectorate and the Department of Education and Science.

The education pack, produced by the science advisers' group of the ASE and put together by Mr Ian Carpenter, senior science inspector for Cambridgeshire, includes videos, leaflets,

information sheets, prepared speeches, a computer program and overhead transparencies.

A teachers' pack was published last month through the efforts of the Secondary Science Curriculum Review, supported by 3,000 teachers in 270 working groups in the majority of local education authorities in England and Wales.

The Secondary Examinations Council is about to publish criteria for double science syllabuses which fit in with the "20 per cent for all" model and give a sound foundation for any of the three main sciences at A level.

Clearly, it was pressure from the education profession and not politicians that secured the GCSE and balanced science for all (which still has far to go to pervade the school curriculum).

Professor Jeff Thompson, chairman

of the steering committee of the SSCR, summed up the feelings of many leading academics when he said: "From my point of view it will be a welcome pressure. If broad science is good up to 16, then it is good for students over 16."

Pressure from another quarter last week was far more emphatic about the urgent need for wholesale reforms after 16, with the publication of *The Path to Higher Education* by The Foundation for Science and Technology which is a "think tank" for 125 professional bodies.

Sir Alistair Pilkington chaired the foundation's working party which was asked to identify objectives to ensure students who entered HE had a broad and balanced education, with a firm grounding in technology as well as science.

The working party concluded that

higher education institutions demanded A-level grades that were unnecessarily high and that there was a need to consider an overall portfolio of attainment and capability similar to those planned for all 16-year-old school-leavers in 1990.

Moreover, there was a need to consider vocational and non-vocational qualifications other than A level, and to put technology on a par with science rather than consider it a poor relation.

In 1979, an ASE paper was explicitly entitled "Alternatives to Science Education" by opponents and its advocates for change were dismissed as a bunch of hot-headed radicals. Sir Alistair stressed that the 35 recommendations in the FST report were a blueprint for the future. "It is not an attempt to blame people for errors in the past."

But the recommendations show that politicians have failed on too many counts. They excluded A levels from the review of vocational qualifications, the review of the elite quality of the GCE; and in so doing they discouraged HE from broadening its outlook.

More than 120 industrialists, including unionists, schools vice-chancellors and polytechnic directors met at the Royal Society to debate *The Path to Higher Education* and accepted the document as a checklist for action.

Its aims are ambitious and for the mean considerably more work for the HE sector in considering other than academic qualities, in designing its courses more flexibly rather than making blanket demands from schools, and in promoting much closer links with FE colleges for access courses.

The National Council for Vocational Qualifications needs closer liaison not only with the SEC but with university admissions tutors.

Copies of the report are being sent to all schools, colleges, universities, i.e.s and major industries. Further copies of *The Path to Higher Education* are available from The London Science Centre, 20 The City University, Northampton Square, London EC1N 2PB.



Eighteen-year-old Deborah Frost is one of five top science pupils chosen to represent the UK at the 1987 International Science School in Australia. Deborah, the Duke of Edinburgh, patron of the ASE, at a ceremony at Buckingham Palace earlier this month.

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Open to choice: school, college, job or training

Mark Jackson reports on what the major parties' manifestos promise for the Youth Training Scheme and the Manpower Services Commission

## Enforced or improved, the work plan stays

The Youth Training Scheme is safe, whatever other choices face the nation on June 11. In their manifestos this week, all three major parties under-stand to continue the scheme in some way.

The Conservatives will make the scheme compulsory by withdrawing the right to social security benefit from school-leavers who refuse the offer of a YTS place.

The Labour Party will make it part of a high-quality foundation programme in which 16-year-olds will be offered a choice between full-time education and work-based training.

The Alliance way echoes the Labour plan, proposing to build on the YTS to create a fully-comprehensive, high-quality, vocational and educational programme.

Both Labour and Alliance, in policy statements from which their manifestos are derived, have made it plain that they want to give the education service a much bigger rôle in shaping overall provision for the 16 to 19s.

The Alliance pins its faith on achieving this through changes in organisational structures – by handing over control responsibility for the YTS to a Department of Education, Training, and Science, and local implementation to new joint committees of local authorities and the Manpower Services Commission area boards.

Labour is planning to use a more sophisticated approach – leaving the administration of the scheme with the MSC, but handing over the effective power to shape provision to new independent bodies likely to be dominated by educators.

The main bodies planned are a new inspectorate combining Her Majesty's

Inspectorate with the MSC's own watchdogs, the Training Advisory Service, with sweeping powers to define and enforce the quality of provision in both the YTS and full-time education. But seen as equally important is a new national assessment board to create and administer a single system of examinations and awards covering both academic and vocational courses.

The Conservatives justify their proposal to withdraw benefits from YTS refusniks, estimated at about 5 per cent of those offered places on YTS, by claiming that only those with some disability have any reason to be unemployed.

"They can remain at school, move to college, get a job, or receive a guaranteed training," says the manifesto. It warns: "We will take steps to ensure that those who remain unemployed are not eligible for benefit," but adds: "We will, of course, continue to protect other young people, such as those who suffer from disabilities."

The manifesto does not say whether it will regard pregnancy as a qualifying disability – Youthaid, the unemployment pressure group, pointed out last week that more than 50,000 pregnancies a year occur in the 16 to 20 age group.

Whatever the exceptions, the change is likely to reduce the unemployment figures by around 100,000 at a stroke, compensating in the Government's eyes for the failure of the new adult Job Training Scheme to have had much effect on the statistics so far. But it is also likely to trigger one of the bitterest battles since the introduction of YTS, perhaps the worst ever. Some

of the groups who are the scheme's most enthusiastic supporters may be ranged against the Government.

Among them are likely to be the employers: they do not want to have to train virtual conscripts, whom they fear would sap the morale of the other trainees and make it difficult to run effective training. It was their opposition which did most to dissuade Mr Norman Tebbit, then Employment Secretary, from making the scheme compulsory.

The TUC will protest loudly, but will, on the evidence of its record towards earlier "unacceptable" Government impositions, devote most of its real efforts to persuading militant unions to accept the inevitable so that it can retain its places on the MSC and the area boards.

More sustained opposition is likely to come from local authorities and voluntary agencies, but few of these would be prepared to pull out of the only government-funded youth training programme on offer.

Curiously, if either of the opposition parties is elected and implements its promises to provide a superior youth training programme which no longer raises doubts about the quality and consistency of its provision, then employers may be left as the only group seriously opposed to compulsion.

Most of the professional groups, local politicians, and senior union officials involved in youth training are aware that in other countries where it is the accepted practice for young people to stay in full-time education or some established form of training up to the age of 18 or 19, state benefit is not paid to those who opt out.

## Time is called for the expansion of empire

The Manpower Services Commission has a future, according to the major parties' manifestos – but its growth for more than a dozen years would seem to be over.

The Conservatives have decided that the MSC should concentrate on training – which presumably also means its growing rôle in education – and are thinking of taking the job-centres network out of its control.

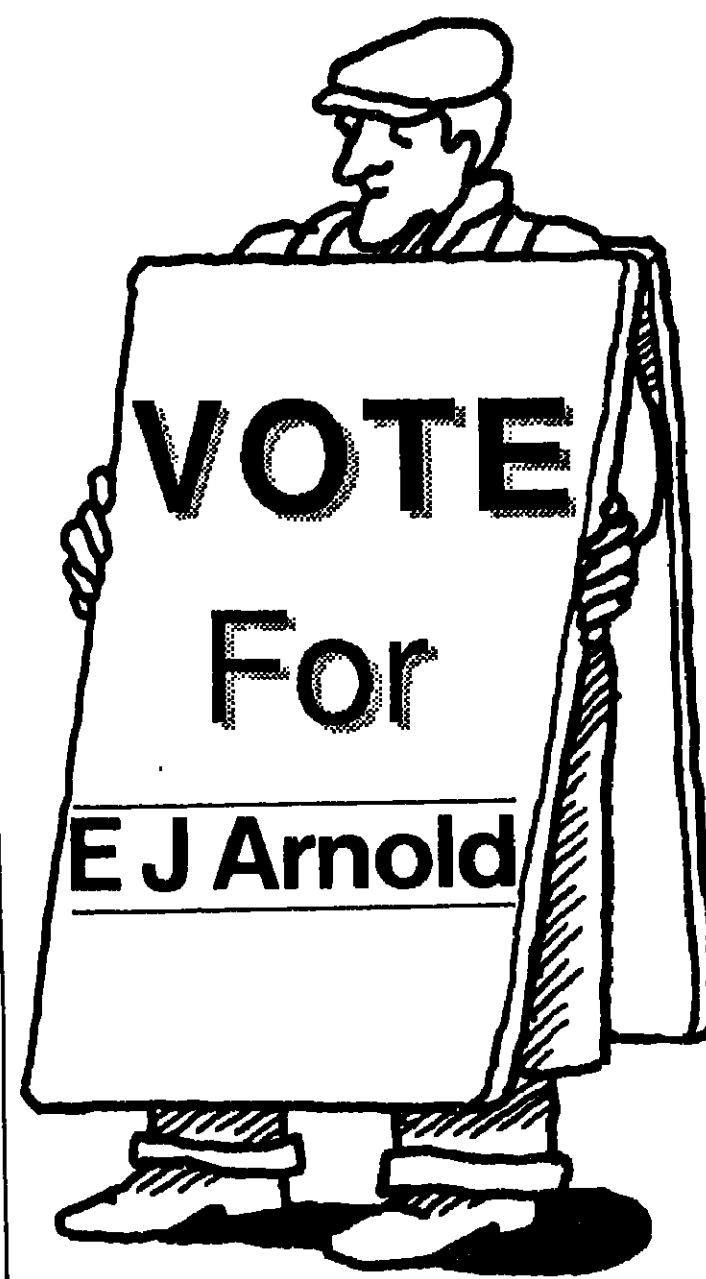
The Tory manifesto says: "We will consult the Manpower Services Commission about transferring Jobcentres to the Department of Employment so that they can work more closely with unemployment benefit offices." The MSC would then become "primarily a training agency".

The Conservatives say they would increase employer representation on the MSC and its advisory bodies – until now kept at the same strength as the

Neither the Labour nor Alliance manifestos say anything specific about altering the status of the Commission, but the Alliance plans gradually to transfer the MSC's responsibility for youth training and other 16-19 activities to the new department it would create for education and training and to the local authorities.

Labour has no specific plans to whittle down the MSC, preferring for the moment to concentrate on forcing it to raise the quality of its programmes. But both the other parties' proposals – a combined department and reducing the MSC to a training agency – are still among the measures which Labour may consider later.

Meanwhile, although Labour has no plan to change the union-employer balance on the MSC, it is committed to raising the level of education representation to match that of the other two groups.



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# Following the Jersey pattern

TEACHERS' PAY  
Will the National Association of Head Teachers call for separate negotiating rights for heads and deputies lead to divisions in the staffroom?  
James Meikle reports

A year ago, the National Association of Head Teachers said it had lost confidence in the Government and felt snubbed when Mr Kenneth Baker failed to attend its annual conference - even though he was just a week into his new job as Education Secretary.

But other teachers' organizations now see the NAHT as being hand-in-glove with the Minister, who had been planning - until election duties called - to smooth over their ruffled feathers by addressing them next week.

The main cause of the hostility is the NAHT's campaign for separate negotiating rights for heads and deputies.

It is not just the "classroom teacher" unions which are upset either. Indeed, some of the most bitter remarks about the NAHT come from senior members of the normally polite Secondary Heads Association. The war of words between the two organizations at national level is embarrassing many of their members, especially since the National Union of Teachers and National Association of Schoolmasters/Union of Women Teachers have at last buried many of their differences.

However, the differences in style and philosophy between the NAHT

and SHA, which led to the latter avoiding merger moves this year, have been well illustrated by this issue.

The fact that the NAHT decided to press for separate negotiating arrangements even during the height of the pay dispute is forgotten. The perception of many teachers in the fractious aftermath to an imposed settlement and the suspension of all negotiations is that Mr Baker gives the NAHT favoured status.

The Education Secretary earlier this month said there was a strong case for separate arrangements but left a final decision until a Green Paper outlining all the long-term options for pay determination had been circulated and interested parties, including parents, churches, teachers and local authorities, had been consulted. This process is to start in the autumn.

The NAHT argues that heads and deputies' conditions of service are different and they are being given increasingly specific responsibilities for the management and financing of schools. Pay differentials have been squeezed because the biggest unions have succeeded in winning a bigger share of the salaries cake for classroom teachers, who form the majority of their members. The unions representing only heads and deputies were heavily outnumbered on the old Burnham Committee and would be again on a national joint council which deal with both pay and conditions.

All unions with heads and deputies could be represented on a separate committee, the NAHT says, but the number of representatives would be different. Heads and deputies could still influence pay and conditions issues for the whole profession, of which they remain a part.

The NAHT discounts fears that

having separate negotiating committees would alienate its members from their colleagues, pointing out that such a system has worked for policemen, firemen and, indeed, education officers. It also denies that heads will become just a lower tier of local authority administration - and Mr Baker's plans to devolve power to schools may bear out that confidence.

SHA, however, conscious of the teamwork needed to run schools, especially big secondaries, believes separate negotiation would drive a wedge between classroom teachers and top management. Why not separate arrangements for heads of department too, SHA caustically asks?

It fears that heads will become as isolated as their counterparts in American schools, a warning sounded recently by Mr Rannom O'Kane, the president of the NAS/UWT, who suggested that teachers may in return press for election of their heads.

The teacher unions will be watching events in Jersey where the NAHT branch is conducting separate pay negotiations and working on job evaluation with the island's education committee. The Jersey Association of Head Teachers has pulled out of the teachers' panel, where the unions spoke with a collective voice, although

it still has representation on the consultative council.

It has still to be seen whether there is a permanent separate arrangement. The JAHT, which represents all but one of the heads on the island, and nearly two-thirds of the deputies, says it is trying to "catch up" as the Channel Islands teachers last year broke their Burnham ties and got big pay rises in return for a detailed contract. The heads and deputies only received an interim award.

Mr Tom McKee, JAHT secretary, said: "We were quite prepared to stand back and allow the agreement with the assistant teachers to be cemented because if we had insisted on negotiating a package for headteachers through the same machinery, there would have been significant delays in implementing an agreement."

The size of the claim - for rises due to come into force next month - is still confidential, but Mr McKee said it would be shown to other associations so they could comment on it.

He did not feel that heads were now seen as "excluding" other teachers. In Jersey everyone knew each other, and heads were welcome in staff-rooms.

He thought the withdrawal from the teachers' panel was sensible. "Our position was becoming rather anomalous. Headteachers are responsible in large measure for management of schools and very often teacher associations wish to take a stand that makes life difficult for managers."

"I don't necessarily accept the *primus inter pares* model of the headteacher. But headteachers' roots are firmly planted in the teaching profession. A lot of headteachers still spend the bulk of the working week teaching."

But Mr Ken George, the local secretary of the NAS/UWT, thinks a "them and us" situation is developing. "We have deputy members whose views are not being represented by the NAHT but they are refusing to allow us on to their negotiating committees to represent their views."

"We are unhappy about it. They don't see themselves as headteachers, they see themselves as managers."

**HEADS & DEPUTIES -**  
**How the unions line up**  
**NAHT - 27,200**  
**SHA - 5,000**  
**NUT - 15,000 approx.**  
**NAS/UWT - est. 5,000**  
**AMMA - 7,000 (deputies only)**  
**PAT - 2,700**  
There are about 30,000 schools in England and Wales. The membership figures are complicated because some of the unions have dual membership arrangements, i.e. some members of the NAHT may also be members of the SHA.

# Officers hoping for bountiful summer

Chief education officers are hoping that their separate negotiating machinery will win them big pay rises this summer.

With other local authority officers, they only received 3.5 per cent for 1986/7 after an arbitration award that was the same as their employers offer.

The figure mirrored the interim payment to teachers, but was slightly less than the 5.96 per cent rises paid by other white-collar staff.

The Government-imposed settlement for teachers, however, gives 10 per cent rises and salaries of £30,000 for heads of schools, and £20,000 for heads of departments in the largest comprehensive schools. It will take their pay well above the basic rate for CEOs in the smaller local authorities, unless there is a big local government award in July.

Chief education officers have negotiated separately from the rest of the service for nearly 30 years with the aim of making comparisons with other senior management in the public and private sector.

The ending of links with headteachers' salaries has also affected some educational advisers whose rise in salary on the colleges for training - the colleges while technically headed by their own negotiating body, the Sector Council, or the Construction Industry Training Board, report few big wages.

As usual in these affairs, the management of individual institutions have been left to organize as they think best, and the impression is of college "routinized" courses being hit.

The union has other shots in its arsenal, the withholding of exam results (which is being held), a refusal to use private cars on college business and a campaign to snarl up college administration. NATFHE's annual conference at Blackpool this weekend will indicate whether members' patience is wearing thin.

Political interest, even necessity, made the Government agree to more money for school teachers - albeit through an imposed settlement - and for university lecturers, although the universities and staff have to make up extra funds through efficiency and restructuring, but in this sector, Mr

# A trench war with few casualties

**FURTHER EDUCATION**  
For five months college lecturers have been embroiled in a pay dispute which has attracted few headlines.  
James Meikle reports



**THE STORY SO FAR**  
**June 1986**  
Lecturers accept 5.5 per cent  
**October 1986**  
Talks on reform break down  
**January 1987**  
NATFHE starts overtime ban and "no cover"  
**March 1987**  
Talks reopen with new negotiating machinery. Association of Polytechnic Teachers admitted. Employers offer phased 9.3 per cent pay rise along with changed conditions  
**May 1987**  
NATFHE stages regional strikes and rallies, ban use of cars and take administrative sanctions

Ken Baker, the Education Secretary, said only last week that he would not "buy out some of the more comfortable working practices enjoyed by some lecturers."

However, he added, in rare accord with Labour-led authorities, that he "did not disagree" with the shape of their pay package, which pays more to the senior and principal lecturers in advanced FE, at the expense of lecturers in non-advanced work.

The employers, led by Mr Neil Fletcher (now elected leader of the Inner London Education Authority), the tough line last year after awarding a 5.5 per cent increase. They felt they had given away too much in 1985 when they agreed to a merger of the lecturers' Scales 1 and 2 and some extra cash in return for an agreement to discuss flexibility.

Talks broke down in October when employers wanted to sort out a shopping list of changed conditions of service before discussing the price in pay. Mr Fletcher wanted NATFHE not to weaken FE negotiating procedures when the Government was considering imposition in the school teachers' dispute. In fact, formal talks did not restart until the Government had taken away teachers' negotiations and shown the colour of its money for schools.

The lecturers have rejected the offer of a staggered 9.3 per cent rise from April 1, but have not tabled what they really want - 20 per cent or more to get them half-way back to Houghton realities.

Four per cent of the money would be

paid on April 1, with another 5.3 per cent added to 1986 pay levels in September, thus keeping the actual cost to authorities this year down to just over 7 per cent. Actual rises proposed varied widely, with some lecturers on a new basic scale of £8,000-£14,500 getting below average rises, while principal lecturers and above were in line for 15.7 per cent increases.

Even this, unions argued, could leave staff trailing behind university counterparts by between 10 and 16 per cent when the second stage of the universities' settlement takes effect next March.

To pay for these rises, employers argued, some lecturers would have to teach more hours. More courses would have to be designed to attract private income, and the old academic/vocational divide that had determined the status of courses would have to be bridged.

They specified a 22-hour "normal maximum" teaching week, rising to 26 hours for more than 10 consecutive weeks, stressing however that it would not mean the loss of more than 11,000 jobs, as claimed by NATFHE.

The unions complained, stressing that efficiency was already rising, both in terms of lowering unit costs and raising staff-student ratios.

NATFHE said lecturers doing non-advanced work currently teach for about 18 hours a week - within their contracted 30 hours - and those doing more advanced work teach for just under 14 hours. The union has argued broadly for the status quo, saying

research, marking and preparation, and other duties deserve the time presently allotted.

The non-striking Association of Polytechnic Teachers also said the employers demands were unrealistic, warning that academic standards may suffer. The employers have since shifted a little - the demand now is for a maximum teaching week of 21 hours, with 24 hours in up to 10 consecutive weeks. But they have said there is room for further flexibility.

Long hours of informal talks have been held with NATFHE, but not the 3,000-strong APT - now guaranteed a place on formal bargaining machinery - but excluded once again. An improved pay offer was expected to be discussed as *The TES* went to press.

There has been tricky detail to settle first. Abolition of the grading of courses also removes established means of calculating the size of institutions and the pay of senior staff, for instance.

Agreement will not be reached this year on new arrangements but the employers are insisting that changes will be made before next year's pay is awarded.

New conditions for part-timers, who account for about 100,000 of the 180,000 staff in colleges and polytechnics, should afford them better employment rights, comparable with the school sector.

Guidelines for appraisal and a way of staffing and measuring the explosion in open learning developments are some of the problems facing an education sector that prides itself on flexibility yet is being asked for stricter definition of responsibility.

There are noises off too. Even those fiercely resisting the Government's desire to divorce polytechnics and higher education colleges from local authority influence are considering whether to separate the pay and conditions talks for their staff from those in the FE sector.

Complications would need to be ironed out, because several of the big county FE colleges, for instance, offer advanced work but there is no bucking Mr Baker's interest in at least this aspect of post-16 education.

But there is temptation facing lecturers in general. Outside financing of courses is now an important part of college life, and the present pay negotiations will make it more so. That means colleges now have "profit" to dispense as well as public funds. Their staffs might want a share in those goodies, and therefore be tempted not to show the same devotion to the other general educational and training schemes traditionally on the FE menu.

# To charge or not to charge . . .

FIELD TRIPS  
Who should pay for a night out with Hamlet - parents or the L.E.A.? Barry Huggill studies the 1944 Education Act to try to find out

There is good reason to believe that a number of local education authorities are breaking the law - and getting away with it.

It's not that a minority of councillors are using their positions to further their own nefarious ends. Rather that the law, or, more accurately, one aspect of it, is a mess and open to differing interpretation.

The founding statute is Section 61 of the 1944 Education Act which says that "no fees shall be charged in respect of the education provision in any maintained school".

On first reading it appears simple enough - and perfectly reasonable. The problems arise when an attempt is made to define "education provision".

Imagine that you are the proud parent of 6-year-old Maureen, who is studying at the local comprehensive for her A level English. A set play in *Hamlet* and the district amateur dramatic society is staging a production at the civic hall.

As a good parent you buy tickets and make a family outing of it. Who pays? In that case you do, but what if Mr Beer, Maureen's English teacher, strongly urges that she attend because it will help her to understand the bard better? It could clearly be argued that the theatre trip is an essential part of the course and that the local authority should meet the cost.

It is certainly the view of the local ombudsman that L.E.A.s cannot charge pupils for taking part in out-of-school activities that form an essential part of an examination course.

In a number of recent rulings in Kent, Wiltshire, Hertfordshire and North Yorkshire he has backed parents who have demanded refunds from local councils for money they have had to spend "in pursuit of a child's education".

The local authority associations are understandably upset. It's not that they are mean but that they have realized the implication of those rulings. L.E.A.s are hard-pressed for cash - everyone knows that. If they have to meet the cost of every field trip, school visit, theatre outing they will have even less to spend on books.

They think that they have found a legal way round the problem following a High Court ruling in 1981 that whilst it was the case that any activity that formed part of the curriculum of a maintained school was covered by Section 61 it was up to the authorities to decide what was to be included in the curriculum.

Accordingly, the Association of County Councils has warned member authorities to advise teachers to present field trips to parents as "desirable" rather than a "compulsory" part of the curriculum. The ACC singled out field trips because the complaints to the ombudsman have concerned charges made for such expeditions. But an ACC spokeswoman pointed out that Section 61 equally applied to not only theatre trips but even charges for cookery materials.

The Department of the Environment is currently undertaking a review of all local government fees and charges. If a Conservative government is returned on June 11, legislation will be introduced exempting L.E.A.s from automatic responsibility for all costs incurred in the pursuit of educational activities.

But the earliest date for legislation would be the autumn of 1988 (when Kenneth Baker is expected to introduce his major education Act). Whoever wins the election, the local authority associations will be pressing for a quick amendment to the 1944 Act allowing L.E.A.s the right of discretion in deciding what should, and should not, be paid for.

# THE TIMES



## Out of office

Once they were all-powerful. Now, Bernard Levin says, "they have to go to Poland to find someone who will pretend to take them seriously". In *The Times* on Monday, Britain's sharpest columnist analyses the decline of the trade union leaders

... and regularly in *The Times*

David Miller on sport, Frances Gibb on the law, Irving Wardle at the theatre, John Clare on education, Jane MacQuitty on wine, Barbara Amiel's viewpoint, Paul Griffiths on music, Shona Crawford Poole on travel, Jonathan Meades on eating out, David Robinson on the cinema, the unique *Times* crossword . . . and much more

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# Still batting gamely on

CRICKET  
Huw Richards examines the state of school cricket and reports that rumours of its death have been greatly exaggerated

State schools have been held responsible for most of the ills - real or imagined - of modern Britain so perhaps it was inevitable that they would get the blame when the England cricket team stumbled to one embarrassing defeat after another last summer. Schools weren't turning out cricketers anymore, was the conclusion drawn by numerous pundits.

This theory suffered a setback with England's successful tour of Australia. The captain, Mike Gatting, went to school in Brent. So did Philip DeFreitas, who had a memorable first tour. And the decisive bowling at the end of the series was done by Gladstone Small (Moseley School and Hall Green Technical College).

Even so, it was possible for the schools correspondent of *The Cricketer* to greet the new season with the announcement that "the future of school cricket seems to lie firmly in the independent sector".

While that is hardly true there's no doubt conditions have been unfavourable for schools cricket for some time.

Until recently it was taken for granted that boys would play soccer or rugby in the winter and spring terms, followed by cricket in the summer. But once this unquestioned primacy was lost, further factors came into play. Nobody could call cricket cost-effective: it requires expensive equipment and, in London at any rate, the cost of transporting pupils to playing-fields, plus the time taken, is a further minus.

Cricket pitches also take up a lot of space - and of the 22 players in a game, at least six will be idle even if two of the batting side umpire and another keep score. Considered anabolically, cricket is less worthwhile than games such as volleyball.

The steady loss of playing fields to developers has become something of a flood since local education authorities were given a freer hand in 1981. Colin MacPadyean of the National Playing Fields Association reckons that about 280 school fields have been lost this decade. Losses are spread across the country with rural authorities just as likely to cash in as urban authorities.

Pressure on remaining pitches has tended to reduce their quality and nothing deters the aspiring cricketer as fast as the sight of a 12-year-old medium-pace making the ball rear suddenly head-high off a good length.

Much harder to assess is the impact of left-wing authorities' alleged opposition to "elitist" competitive sport. They deny opposing competitive sport outright, pointing instead to a difference in priorities.

London Strategic Policy Unit sport adviser Ian MacNicol says: "The competitive sports lobby fails to make the distinction between physical education - the development of physical skills which are as basic as reading and writing and as integral a part of any balanced curriculum - and competitive sport, which is tangentially related to it."

But the impact of the teachers' dispute is not in question. Sporting activity in schools has tended to rely on the voluntary efforts of PE teachers, and the reduction in out-of-hours activity has inevitably had detrimental effects. Even so, last year the English Schools Cricket Association arranged more than 700 county matches, while the volume of club-school links is greater than ever before.

While the independent sector's superior facilities will continue to give them the edge, the evidence of recent matches in the Lord's under-19 festival

between the Headmasters' Conference and the Rest is that the state schools are holding their own. It is worth remembering that as recently as 1970, *Wisden Cricketers' Almanac* was so fazed by the selection of David Humphreys (later of Leicester and Worcester), but then from a secondary modern school - for a representative match that he was simply listed as "Bridgton".

Last year's outstanding schoolboy cricketer was Mark Ramprakash from Harrow Weald sixth-form college, who has now joined Middlesex at Warwick. He made a successful first-class debut. He joins two other recent recruits from Harrow's state schools - Angus and Allister Fraser.

While resources and space problems continue, hamstringing inner-city schools there is real promise in developments such as the Harrow Cricket School, drawing on local talent and providing full-time employment and training for 24 of the London borough's youngsters. Mark Alpert (Gloucester) and Courtney Richards (Sussex) have already graduated to county teams while the school last year beat MCC Young Cricketers.

MCC clearly didn't enjoy the experience and the fixture won't be repeated this year. Fourteen of the 17 first-class matches, however, are putting out their second XI against the school.

The Wrigley tournament, using a softball version of the game for primary schools, has attracted a massive entry. Other tournaments provide for older age groups. Indeed, National Cricket Association coach, Keith Andrew believes talented opportunities now have arguably greater than ever.

The school cricketers most likely to lose out are not the élite, but those who would like to play the game at a social level. While clubs and the ESCA cater for the talented, bumpy pitches and decaying equipment may serve to alienate the less able majority - but is there anything new in this? The love there anything new in this? The love feeding involved when compulsory cricket ran all summer left many bored and alienated youngsters echoing CLR James's comment: "What do they know of cricket, that only cricket know?"

**HIGHER EDUCATION**  
Diane Spencer sifts through the latest batch of Department of Education and Science statistics, comparing higher education in the UK with abroad

The publication of a detailed set of statistics is a task fraught with hazards at any time - but, with the general election campaign in full swing, the dangers are increased.

That is probably why the latest set from the Department of Education and Science - comparing higher education in the United Kingdom with other

Year	1st degree courses (000's)	% age 18-24 (years)
France 1983	4	1144
Germany 1984	4	1803
Italy 1984	5	1182
Japan 1984	4	2403
Netherlands 1984	5	284
UK 1984	3	1803
USA 1984	4	12468

# Percentage games that must be played ultra cautiously

countries - starts with the qualification that "because of differing educational systems, traditions and terminology, international comparisons always present difficulty."

"This is no less true with higher education than elsewhere. Nevertheless, with the necessary strong caveats, some useful findings can be presented."

The findings could provide a crumb of comfort for all the major parties at the hustings, too - now the topic of higher education has been raised.

For the Government's opponents in the Alliance and the Labour Party, there is the oft-repeated statistic that the number of 18 to 24-year-olds going on to higher education in the UK seems dismally low.

Only 15 per cent of the age group had enrolled, compared with 44 per cent in the United States, 22 per cent in the Netherlands and 21 per cent in Japan.

However, the DES says these figures are a misleading guide to participation in higher education because of varying course lengths and wastage rates.

For the Conservatives, the fact that Britain came top of the international league table on the proportion of students who qualified in science and engineering could well produce a flip-flop.

UK qualifiers in engineering, at 16 per cent of the total, were about the same as for West Germany, Japan and the Netherlands, but more than in France, Italy and the US.

The British proportion in science was also higher than most other countries and, taking science and engineering together was the highest, claims the report.

Japan has the lowest and the US the highest rate of participation by women, but Japan is well ahead below degree level.

Britain is around the middle for degree and postgraduate standard, with 45 per cent and 34 per cent respectively.

And women did worse than men when it came to qualifying, except in the States. The gap between men and women was larger for the UK, France and Japan than for Italy, West Germany and the Netherlands.

The DES warns that education expenditure comparisons are even harder to make. However, it seems that current public expenditure on all education as a proportion of gross national product rose from about 3 per cent in the mid-1950s to some 5 to 6 per cent in the late 1970s in nearly all countries. Since then, there has been a slight decline in some.

Public expenditure on higher education as a proportion of GNP in Britain would appear to be much higher than in West Germany, Italy, France and Japan; but considerably less than in the Netherlands and the US.

However, deducting spending on student support reduced the UK expenditure to 0.8 per cent of the GNP from 1.1 per cent - but that was still higher than comparable figures for France (0.6), West Germany (0.5), Italy (0.5), and Japan (0.4). The Netherlands spent 1.6 per cent and the United States 2.3 per cent.

Of all the countries compared, only the UK and Italy did not operate a students' loan system - although the bulletin points out that in Japan the loans systems applies to only a few students.

**International Statistical Comparisons in Higher Education, DES Statistics Branch, Elizabeth House, York Road, London SE1.**

Enrolments	1972 %	1984 %
France	47	49
Germany	33	42
Italy	38	45
Japan	29	34
Netherlands	31	42
UK	42	45
US	43	51







## LETTERS

## Reading success starts with understanding text

Sir - Jeff Hynds will be sorry to learn that he is a failing reader (Letters, May 8). When interacting with my Talk-back article on reading failure (April 24), he brought so much of himself (namely, his prejudices) to the read that he totally failed to interact with the text so as to derive its meaning.

The children who learn to read successfully begin with meaning, and infer the nature of text from this, and their reading progresses due to a combination of meaning and of understanding the nature of text. Marie Clay found that a good predictor of reading failure was the child's lack of understanding about the nature of text.

Perhaps, like so many educationists,

Mr Hynds does not know what it is like to fail, and to be aware of himself as a failure. As a good teacher, however, I am sure that he does not present the same thing, in the same way, to a pupil or student who has not understood him.

A failing reader is a reader who is aware of his failure. Something is getting in the way of his being able to work out how print tells you what to say (and also, when he writes, how you make marks on paper so that other people know what you are saying).

As a proponent of the "top down" view of reading, Mr Hynds assumes that as a teacher concerned with reading failure I must be an exponent

of the "bottom up" view. Does my article mention sub-skills? Does it suggest that we diagnose children's weaknesses in sub-skills (which might be unrelated to literacy) and remediate them with "programmes"? It does not.

My article was a plea for intelligent moderation, suggesting that we look again at the way we present text to the failing reader. Mr Hynds, having been given this advance organizer, would do well to read the article again.

K MARY BECK  
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and support teacher  
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Winney  
Oxfordshire

## Real arrogance

Sir - Julia Hagedorn's report on Betty Root's booklet *In Defence of Reading Schemes* (TES, May 8), includes some statements that seem to be in conflict.

She states that learning to read "using real books was fine if you had a nation of highly competent, highly literate teachers who really knew their books". However, earlier in the article, she states "that those who write about using only 'real' books reveal a certain arrogance".

So, those teachers who attempt to improve their competence and knowledge about books cannot win, for then they become "arrogant".

Furthermore, it seems ironic that publishers of some recent reading schemes are declaring that they are now producing better stories and employing well-known "real" authors. This is going to pose a problem for teachers, as Betty Root clearly does not believe that they are "competent" or "literate" enough to recognize quality in "real" books.

So when she says that teachers should be "credited with the ability to choose a method which worked best for them," such choice is not meant to be informed by a good knowledge of "real" books.

Betty Root's wide-ranging survey of infant teachers reveals that only 3.5 per cent use a "real" book approach entirely. Such figures, placed alongside her earlier statement that "reading scheme teaching techniques invariably have been found to achieve the re-

quired goals", suggest that all is well (or at least 96.5 per cent well) in the world of teaching reading.

However, whether we look at adult literacy or at the concern expressed about literacy standards in secondary schools, it seems for many children the "required goals" are not being achieved. If these children have failed after an early literacy education of reading schemes, perhaps the success of the others may be due to other influences, perhaps even "real" books at home.

Even among normally literate adults, there are many who describe themselves as slow readers. It may be said that their early experiences of reading aloud to their teachers from systematic schemes have encouraged a word-by-word, one-paced method of reading. It is obviously impossible for such influences to be proved by research which usually confines itself to safer, short-term gains.

Reading schemes, which perhaps claim no more than giving children a word-by-word, one-paced method of reading, it is obviously impossible for such influences to be proved by research which usually confines itself to safer, short-term gains.

Reading schemes, which perhaps claim no more than giving children a word-by-word, one-paced method of reading, it is obviously impossible for such influences to be proved by research which usually confines itself to safer, short-term gains.

## Deaf adults' role

Sir - On behalf of the National Network of Deaf Students, I would like to add some comments to the views so well expressed by Paddy Ladd (TES, May 1).

Of course he is right to be deeply concerned with the literacy problems of deaf children. However, he needs to address his statements to both mainstream and segregated deaf education, as neither seems to be succeeding from the literacy standpoint. Failure seems to be built into both systems as they now exist.

Mr Ladd advocates that the solution is the right of hearing-impaired children and parents to learn British Sign Language (BSL) from the cradle. This would certainly improve the situation but it is not the total solution.

There is agreement from most deaf adults in this country that changes are urgently needed in communication methodology in the learning environment and attitudes on the part of teachers, parents and others connected with deaf education.

If real progress is to be made then deaf adults, many of whom have grappled and struggled with their own literacy problems, should be fully involved and consulted on such matters.

Most deaf people are aware that the deaf education system is controlled and administered by "hearing" people who are not likely to make many changes to the existing schools whether of the royal patronage type or of the comprehensive partially hearing unit (PHU) variety; and the majority will continue to "chug along, even though they are producing pupils of low attainment, many lacking self-esteem."

What can we, as deaf people, do about this unsatisfactory situation? One of the answers - I have many more - might be to follow the example of the Education Secretary on city technology colleges, setting up and bringing into existence, with the help of enlightened benefactors and entrepreneurs, new types of "experimental" schools which would be controlled and administered by a deaf and hearing personnel. At least half the tutors would be deaf.

Most of us know that deaf children need other deaf children as well as hearing children but they also need deaf adults, and hearing adults who will work together towards being fully integrated. Deaf children need to see deaf adults succeeding and setting an example in an integrated environment in order to succeed.

Why should this remain an ideal, a dream? Certainly someone as literate and articulate in English and BSL, as Mr Ladd is, might even contemplate becoming the first principal of such an action-oriented learning school. For all this to occur deaf adults will need to be organized, trained and display the kind

of leadership which educational pioneers are made of.

There is no doubt that deaf adults - when they take the opportunity - have the ability and potential to achieve anything they wish. Why not run your own successful schools - it is one way forward?

The National Network of Deaf Students is determined to have some influence at the highest level so that any such pioneering efforts on the part of deaf adults do not founder due to lack of resources and barriers being put up by those who want to preserve the status quo.

Action needs to speak louder than words! Therefore, such discussions in the TES are only a first step. Anyone wishing to take further steps to bring about change, please make contact. Who knows what might happen then.

CRAIG A CROWLEY  
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children to communicate with each other using British Sign Language.

The series has now ended and I have already been approached by Channel 4 to think in terms of continuing and expanding the format.

Since Channel 4 is increasing its output in this field it intends to fill a weekly slot throughout the year to provide for the need of programmes for deaf children.

As I am a newcomer in the field, any advice would be gratefully received.

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Parents as equal contributors: Trelah home liaison unit

## Stimulating staff

Sir - I write concerning the article on Trelah primary school (TES, May 1). We believe your reporter gave an unbalanced view of what is happening in this school.

We talked to him about compensatory education in all its aspects. He concentrated on the efforts that we make to assist a small number of children in material need to the exclusion of a vast amount of work done by all members of staff to provide a real, compensatory, experience-rich programme for all the children.

We believe that the programme we provide stimulates children with the intention that they reach their full potential. From the outset, we seek to provide stimuli which enrich the children's experience. These experiences are provided both in the school and outside it.

From the start of the school-based education process, we take children to places of interest so as to enrich their experiences, so that their language, mathematical, social and other skills have a good foundation from which to flourish.

As the children mature, we do indeed provide them with study weeks away from the local environment. The prime motivation in this is the actual curriculum of the school. We are pleased that social conventions come into play. We would argue these are part of the hidden curriculum of the school but would make it clear that it is not the social needs that motivate us, but the belief that we have in the provision of a balanced curriculum which, in our view, requires a major compensatory element.

We do not see parents as junior partners in what we are seeking to do. We see them as equal contributors to the education of their children - people with whom we can and indeed should work to promote "our" children's education. Parental contributions in our school enrich its life. We

have many willing hands as assistants in both curricular and extra-curricular activities.

We also seek to give our children opportunities to do things at which they excel. Last July, we presented a full-length version of *Bugsy Malone* which received rapturous acclaim. The art work, and other curricular activities that stimulate the environment within the school, are the product of children, teachers and parents working happily, harmoniously and effectively together.

We were also disturbed at the pictures that you chose to use. Had you shown both the inside and the outside of the canteen we would have been happier as it would have been a good balance between the external problems and the internal compensations.

The inside of the canteen is recently decorated in an attractive style-paint with a beautiful seaside motif done by children, guided by a teacher and watched over by a parent, creating the whole of the back wall.

We do have cases of material hardship. Money does prevent some children taking part in the very things we have to charge for but it is not some terrible sword of Damocles hanging over all our heads. The school is a happy cheerful place with much learning activity taking place.

Before we applied to the Children's Need Fund, we were doing a great deal to ensure that our pupils could have a full school life as possible. The £1,000 we are expecting from the fund will help, but it is only one factor and quite a small one when compared with all the hours that the vast majority of staff give outside the school day and at weekends, the monies we already have and the many other things that are given by a variety of people.

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Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or edit them.

## Baker plan looks more Chinese than Napoleonic

Sir - The shades of Napoleon must be invoked to see the name and even the portrait of the French emperor associated with projects for centralizing the curriculum and the examinations in the English system of education (TES, April 17).

However, I wonder if it is not misleading to draw analogies between Napoleon and Mr Kenneth Baker. Napoleon gave great importance to what should be taught in schools in order to promote "modern" subjects as opposed to the teaching of rhetoric and belles lettres.

But his main object was to create efficient state secondary schools which could compete with the secondary education given by private Catholic schools.

As he said, quoted by Professor Felix Markham in his book *Napoleon: My principal aim is to have the means of directing political and moral opinion as "a safeguard against the establishment of the monks."*

As long as one is not taught from infancy whether to be republican or monarchial, Catholic or agnostic, the educational opportunity and under-educationists' views in the decision-making processes.

The curriculum would certainly become instrumental - that is, a means to an end approach - stultifying curriculum innovation and change as a result of bureaucratic barriers.

It has taken a decade or more for the teaching profession to come to terms with progressive views of curriculum development only to have such realizations shattered by political and bureaucratic control.

JACKIE REID  
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Whatever differences there might be between the "bureaucratic" and "professional" approaches, one thing binds them together - the conviction that education through schooling is something which has to be done to children.

In neither approach does the learner have a say. I wonder if she or he even has a right of reply? I imply that it is a right of reply that a director of a university institute of education cannot move outside the terms of reference once set by a government whose approach is rooted in the long-since discredited Black Papers.

Those working with pupils with reading difficulties should be aware that they could carry out their own investigations along similar lines on a school micro. With a little programming ingenuity and a good graphics controller, it is possible to exercise quite fine control over the entire visible spectrum both in terms of the frequency and the bandwidth of the light effect.

Using this technique, special needs departments could develop their own primary diagnostic instrument and expect results which would often be good and, occasionally, quite spectacular.

It is the absence of reliable and accurate diagnostic media which has always made the identification of specific reading disability very difficult indeed and the work at the Irlen Institute must be regarded as a very positive contribution to this important area of special need.

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State will not form a nation."

In education, Napoleon's policy was to oppose a centralizing power, the State, to another centralizing power, the Roman Catholic church.

As Professor Markham comments in his book: "Napoleon's grandiose scheme for an exclusive state secondary education was never realized."

That is still not the case, as was shown again, in 1984, when a project for unification forced the resignation of the former Socialist Minister of Education, M. Alain Savary.

From what I know of the English system of education, and as long as religious instruction is a compulsory subject in English schools, Mr Kenneth Baker has no need to worry about the monks.

Regarding his plan to centralize curriculum and assessment, it would be more relevant, should any parallel be drawn, to turn to the Chinese rather than Napoleonic tradition.

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France

educational opportunity and under-educationists' views in the decision-making processes.

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## LETTERS



Pay before you play: 'not in interests of civilized community'

## Philistine note

Sir - I was disturbed to read Sue Surkes's report (TES, May 8) on the recent document *The Arts - The Move Forward*, published by the Conservative Political Centre.

The statement that urges the Government to increase opportunities for all children to learn a musical instrument has much to commend it. The Music Advisers' National Association has vigorously supported this principle ever since it became a vital clause in the Butler Education Act.

Attempts to change the position of music in the curriculum of all pupils have so far been resisted and future recommendations that amendments should be made to the 1944 Act to allow parents to pay for instrumental tuition in school time in state schools we regard as a retrograde step for music education in the 1990s.

Music teachers and advisers have spent much time and energy over the last 10 years in trying to convince examination boards and universities that music is a practical art involving

frequency and the bandwidth of the light effect.

Using this technique, special needs departments could develop their own primary diagnostic instrument and expect results which would often be good and, occasionally, quite spectacular.

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## Musical youth

Sir - Philippa Davidson's article about the National Youth Orchestra (TES, April 17) was informative about current policy and rightly drew attention to the financial problems.

However, it was inaccurate to claim that when the NYO was founded, in 1947, "youth orchestras did not even exist". The National Youth Orchestra of Wales had already been formed, in 1946, and at local level too other youth orchestras were emerging.

Forerunners were formed before the war, such as Walter Carroll's Manchester Schoolchildren's Orchestra (1923), and Ernest Road's Junior Philharmonic Orchestra (1926), later renamed the London Junior Orchestra.

Reading Youth Orchestra was founded during the war, in 1944, by a chemistry teacher, Humphrey Hare. It came about through planned instrumental tuition, as did the one in Bournemouth, started by Noel Hale, the music adviser, in 1946.

Erith boasted a municipal junior orchestra in 1942, while in some other areas, such as Bristol (1947), non-competitive music festivals (and the rural music schools) led to the formation of centralized orchestras for young people. Others probably also predate the NYO, and I should be very pleased to hear about them from your readers.

This is not intended to be a comprehensive list, but merely an indication that the foundations for today's many excellent youth orchestras were being laid at this period, although initially in a modest way. Dame Ruth Raitton was not a lone innovator, but she was obviously aware of the growing increase in youthful instrumental activity, and she was quick to organize this potential over a wide area.

J MARGARET LEDBURY  
Senior peripatetic instrumental teacher, Lincolnshire  
9 Queen's Road  
Boston

## Song and dance

Sir - I was faced with a deputation. Of boys. A bunch of apparently ordinary 8 to 11-year-olds from a semi-urban catchment, five of them in the school six-a-side football team.

They asked if they might be allowed to sing, unaccompanied, in the open air, in public.

They were also members of the Famous Whiteheads Morris. They had heard me singing in the minibus when we were returning from a previous engagement. The song belonged with a dance they knew, so naturally they wanted to sing it.

It is the dead hand of the Western classical tradition that requires children to stand in rows and sing unmemorable tunes. The rest of the world dances while it sings. If you want boys to sing, teach them to dance.

PETER COURT-HAMPTON  
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## FEATURES

## Changing children's minds

From work which began with survivors of the Nazi death camps, Reuven Feuerstein has developed some challenging insights into the ways children learn to learn – or fail to. HOWARD SHARRON has produced the first full account of the Israeli psychologist's radical approach, with Feuerstein's full cooperation. In these extracts, he describes some of the remarkable results achieved with children who elsewhere would have been regarded as ineducable and the theories behind them that call into question many of the assumptions made about fixed abilities.

As the Second World War drew to its close a major operation was launched by Zionists to bring the surviving Jewish children out of Europe to Palestine.

With the establishment of the Israeli state in 1948, and throughout the 1950s and 1960s, there was a second great wave of immigration from North Africa and the Middle East. These oriental Jews came from very different lands and cultures, sometimes hundreds if not thousands of years removed from the western technological culture of Israel.

These vast movements presented Israel with social problems, not the least of which was the discovery that great numbers of children from European and oriental Jewish immigrant communities were failing to thrive in their new country. The former were often too traumatized by the Holocaust to be able to integrate easily into schools, while the latter seemed unable to perform at the appropriate level in school; they rejected or were rejected by the mainstream culture and were beginning to form the basis of a marginal underclass.

It was not ideologically possible, however, for Israel simply to take the conventional Western route and try to contain their youth problem in the ghettos of low-achieving schools or young offender institutions. These children were too important; they were symbols of the tragic past and of the optimistic future of the Jewish people, and of the Israeli state. This exceptional commitment allowed an environment favourable to a much more radical, interventionist and humanitarian approach to child care than is our experience in the West.

Rehabilitation was carried out, by and large, in youth villages or other residential settlements, usually within kibbutzim, which acted both as induction centres for new young immigrants to Israel and as therapeutic communities for disturbed children.

Professor Reuven Feuerstein, who had fled Nazi-occupied Romania in 1944, was to become a key figure in the development of these services. He established "treatment groups" of 25 very psychologically and emotionally disturbed children within the youth villages. The qualifications were rather severe. "Total or functional illiteracy, low conventionally-measured intelligence, (40 to 75 IQ), primary emotional disturbance and severe behaviour disorders. About 20 per cent of these children were considered to be borderline psychotic. They had either been hospitalized or hospitalized had been seriously considered. Others had been rejected from special or normal school systems because of the severity of their disturbance."

The most important development of Feuerstein's work – the elaboration of the theory of the Mediated Learning Experience and the techniques to improve children's thinking skills called Instrumental Enrichment – occurred within these treatment groups.

Studies of children from these villages, who were later tested by the army, showed that many had not only recovered normal functioning, but performed better than the average for the population as a whole. Only graduates of the highly privileged kibbutzim fared better.

A fundamental tenet of Israeli nationhood is the Law of Return, which gives all Jews the right to immigrate to Israel. One of the few times this principle was seriously questioned was over the children of the Moroccan *Mellah* – the Jewish enclaves in Morocco – who were found to be so backward that it was suggested that many of them could never integrate into Israeli society.

Conventional tests, including those designed as far as possible to be culturally unbiased, revealed exceptionally low functioning in a wide band of Moroccan Jewish children – more so than in any other group of immigrant Jews. The implication was that Moroccan Jewish children were somehow genetically impaired.

Feuerstein refused to accept this. A wide variety of tests did indeed show the very poor intellectual functioning. They had a very poor grasp of reality; poor perception; they failed to



Professor Reuven Feuerstein: immigrants to Israel from primitive – but intact – cultures learn more easily than some westernized children.

use all sources of information available to them; some children of 14 years could not even name the days of the week. There was not the slightest doubt that they were functioning at very low levels," according to Feuerstein.

But as a keen student of Jewish history, Feuerstein was aware that Moroccan Jewry had in the past a culture which had created one of the greatest traditions of Talmudic scholarship (study of Jewish tradition) outside Israel. Something had clearly happened to the Moroccan Jewish community, and whatever it was, the conventional tests were not explaining it.

He recalls: "One of the great confusions of psychometric testing, which became very clear to us in those times in Morocco, is that it cannot distinguish between performance and potential." The system of testing for potential that Feuerstein and the Swiss psychologist, André Rey, constructed was simple. They tested the children in order to locate some of the intellectual problems they were experiencing, then carried out some highly focused teaching and psychological treatment, and then retested the children to see how their performance had changed.

The results of this test-teach-test routine confounded those of the conventional tests: children previously assessed as having IQs of 55-65 were found to have the potential to obtain at least normal functioning.

Some of these children did prove to be mentally handicapped, but many were simply culturally retarded and subsequently reached average attainment and some went on to university and academic careers. One boy at the age of 14 years was given an IQ of 55 and, like many of the Moroccan Jewish children, would draw human figures with arms sticking out of their heads. The child grew up to be a professor of social sciences.

The dynamic test-teach-test routine was subsequently elaborated into Feuerstein's "Learning Potential Assessment Device". When it was first used in 1960 it represented a highly controversial departure from conventional psychometric practice. Because it was devised not only to assess learning potential, but to diagnose deficiencies in performance, it was more than a clinical tool; it functioned as an instrument for suggesting new insights about the way "intelligence" operated and the main factors influencing it.

The Learning Potential Assessment Device showed that the Moroccan children were not stupid (except in every conventionally tested sense) but had enormous gaps in the cognitive processes or thinking skills which ordinary children pick up through interactions with their families. They found it hard to make comparisons between things and events, so that they could not reach conclusions based on these comparisons; they had very poor logical reasoning; their perception was sweeping – it failed to differentiate items sufficiently to discover the difference between figures, shapes, patterns, letters; they had poor spatial and temporal orientation – asked to draw a body, the head, rather than the torso, would grow limbs.

Reality itself was blurred for these children. They were bombarded with information and stimuli which they had no way of organizing for use or re-use. Because it was not properly ordered it was impossible to store properly and, as a result, the children, typically, had very inadequate short-term memories. Problem-solving was exceptionally difficult because they had no store of experience to apply to new tasks; they had to approach each problem completely afresh, as would a baby.

These children were, says Feuerstein, victims of information. They simply had not learned how to master and creatively use information for either their school or daily lives. In the face of a deluge of data they could not begin to utilize, and

problems they could not begin to solve, such children were passive. Or they were impulsive, either through the hope that a snatch at a possible solution might be lucky, or out of frustration. They had, in a phrase, failed to learn how to think.

Since the Moroccan children dramatically improved with remedial instruction, genetic barriers to learning were ruled out. Feuerstein compared the societies of the Moroccan *Mellah* with other immigrant Jewish communities. His conclusions were quite stark. Some pre-industrial Jewish communities, like the Yemenites and the Ethiopian Jews produced children who did not suffer these cognitive deficiencies. Yet the North African Jews, who had come into contact with advanced technological cultures, produced low-functioning, unadaptable children with very limited capacities for learning. The impact of European colonialism on the culture of Moroccan Jewish society seemed to have produced more than just a social effect; it left a psychological disaster in its train.

Feuerstein says: "The forces which led Moroccans to become alienated from their own culture were numerous, but among the most important was the internal migration to the urban colonial centres. Traditionally the Jews lived in small, very closely-knit ghettos, in which the culture was transmitted to the younger generation through the grandfather and the old people generally. It was a patriarchal mode.

"The nuclear family could not ensure transmission because the fathers spent most of the week travelling around the markets as artisans and were too tired on return on Friday night to offer their children much. The mothers were also too busy with babies, housework and looking after whatever livestock and land the family had. So the grandparents were the teachers and the preservers of the culture.

"The moment the nuclear family migrated to Casablanca and other urban centres, this system broke down. The grandparents were often left behind, and even if they went with them they often couldn't live-in with the family because living space was so overcrowded. So you had a kind of discontinuity of the cultural transmission. It was made worse because the urbanized children rejected the traditions and values of their uprooted, but still basically rural, parents."

This was in stark contrast with the experience of the Yemenites, airlifted *en masse* to Israel because of their messianic desire to return to Zion. The Yemenites were among the most technologically primitive groups to emigrate to Israel. But they had, according to Feuerstein, a cultural system of community-wide relationships where the children were respected participants and had special roles in the customs of the community.

The children had the same rights and duties as the adults as regards the prayers: they gathered together around the *Torah* [Jewish scripture] praying together and were accorded real status. This had a tremendous impact on the children, all of whom were literate between the ages of three and four years.

Moreover, how they read was an interesting metaphor for the way that culture influences learning. Because there was a great scarcity of books in the villages, everyone had to sit round to read the same book. As a result the children learned to read from every angle – upside down, straight on, left to right, right to left. There were no illiterates among the Yemeni Jews and their incorporation into Israel was remarkably free of problems.

Feuerstein's hypothesis is that individuals from different but nevertheless rich and still coherent cultures having learned to use culture, usually have the means to learn another. Those children who

have been deprived of their own culture do not. This insight convinced Feuerstein that it was vital to support and reinforce the culture of immigrant groups to enable them to integrate into their new society.

Feuerstein found not only that there were different abilities within different immigrant cultures, but that the Yemenites and the Ethiopians: Jews often had better learning skills, and were therefore more adaptable and better able to acquire a new culture, than the children of the poorer immigrant families from Britain and the United States. Equally as startling was the children from seemingly very primitive societies were able to acquire Israeli culture more readily than deprived Israeli-born children.

From their experience of the Holocaust and immigrant children and through the study of hours of video-tapes of behaviour between mothers of normal and developmentally delayed children, Feuerstein and his colleagues have theorized the main characteristics which adult/child interactions must have if they are to mediate, or transfer, important intellectual behaviour to children.

Our parents and relatives, acting as the agents of culture, impose meaning on the otherwise neutral stimuli that continually bombard us, and in this way, ensure the transmission of values from one generation to another. When parents say, for example, that objects or events are "good", "bad", "sad", "happy", "important", "unimportant" worthy of respect, "unworthy of respect", "right", "wrong", they are assigning cultural meanings to our daily environment. These meanings can be very sophisticated and can link a child's experiences with a subtle and pervasive emotional, moral and motivational significance.

Our senses alone cannot do this. It must be through the human endowment of meaning that a non-human physical environment that a child's cultural universe is established, and different cultures are continued. Feuerstein calls this very important activity "The Mediation of Meaning" and it is one of the key features which defines adult sets apart mediated learning experiences from other child-adult interactions.

If all child-adult interactions were also mediated, learning experiences, Feuerstein claims that the extraordinary gap between high-achieving and low-achieving children would not be so wide.

A failure to transfer these meanings to the younger generation will produce anti-social and criminal tendencies which will undermine our culture, says Feuerstein. In response to questions from teachers and liberal parents who ask what right they have to impose their values on children, Feuerstein replies that they have no right not to.

Children need to be given meanings because they act as bearings in an otherwise impenetrable world. And they alone give children the starting point and the opportunity to challenge some or all of the offered meanings at a later stage. Unconscious or criminal behaviour is not radical or revolutionary behaviour. It is inadequate behaviour.

Feuerstein says: "One of the greatest causes of failure in school is the attempt by many teachers to remain neutral towards the material they are conferring on children. Instead of seeing themselves as mediators of values and morality they often seek to act as objective perpetrators of information, after some notion of an academic tradition.

"But children have a need to discover meaning in stimuli and are often left unsatisfied. The stimuli, and even learning itself, are then seen to lack vitality or relevance.

"Meaning is the emotional and energetic principle that requires mediators to ensure that the stimulus they are presenting to children gets through. It is the needle that carries the thread through the cloth. If the stimulus carries no real significance, why bother too hard to direct the child to it? We are driven by the need to continue our culture and ourselves in our children. The mediation of meaning is very important to humanity: its absence can be seen in people who do not look for meaning in their lives or behaviour, or in the way they handle themselves and others."

There are two other criteria which have the same universal status as the Mediation of Meaning and one of these must be present, in combination or alone, for an adult-child interaction to constitute a Mediated Learning Experience. They are "Intentionality" and "Transcendence."

Intentionality can be seen in mother-baby relationships from the earliest age and describes the conscious intention with which the mother controls access to stimuli. The purpose of the mother in showing or doing something, or getting the baby to do something, is conveyed to the child who, as it were, becomes part of the intention which frames the different stimuli. In Feuerstein's view this complexity alters the nature of a stimulus – compare, for example, a toy train which is static and one that is pushed by the mother from A to B.

The intention of the mother to convey something produces an orientation in the child towards the goal sought by the mediator – in our case to get the child to understand that the toy not only has physical properties but also certain functions. This dramatically intensifies the stimulus, making both child and mother more attentive, and so producing what Feuerstein calls a 'state of vigilance' towards the stimulus which can be followed by increased sharpness, focus and acuity of perception.

Transcendence is closely linked to intentionality. A vital characteristic of Mediated Learning Experience is that it produces more than just the behaviour required to meet a specific need. In the practice of conveying to the child some explanation, activity skill or prohibition, something of much more general value is smuggled in which transcends the child's immediate needs and understanding.

A parent counting a number of objects in a set can lead to more general summative behaviour; showing children to play with typewriters. Even word processors can become a vehicle for teaching cause and effect – "Hit that key, son, and it pops a letter!"

A family outing can become an opportunity for conveying, planning and aspects of time, before, during, after. In response to simple questions parents often provide much more than they were asked for and, by so doing, transcend the original need that provoked the question or request.

Virtually every situation has the potential for mediated learning experiences, yet this potential is not always exploited. Toys can be left unexplored, children can be dragged along behind adults on outings, and they can be told not to play with grown-up things like typewriters. When children become mere extensions of adults, the potential for mediational interactions is lost.

Telling a child to "Shut that door" cannot be a Mediated Learning Experience. But "Shut that door because there is a draught and it is cold" can convey cause and effect.

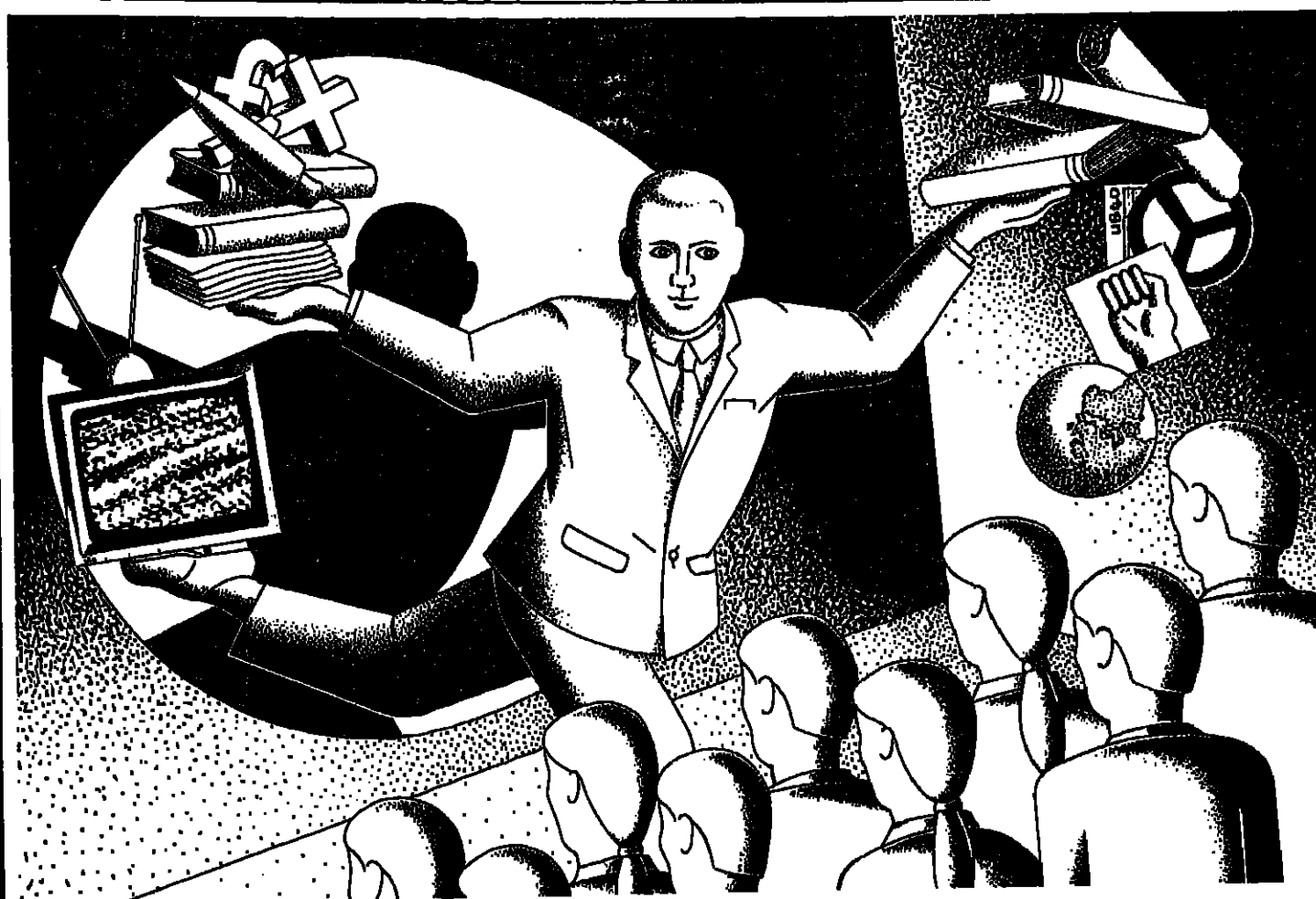
An interaction may be transcendental without the mediator fully realizing it. An example is table manners: a social ritual which, among other things, conveys that there are rules of socially acceptable behaviour for certain activities. And one of the most important transcendental needs that children develop is the need to know and understand – curiosity.

Among the less constant but nevertheless vital features of Mediated Learning Experiences are that they can mediate feelings of competence; the self-regulation and control of behaviour; sharing behaviour and a sense of individuality. They also fulfil the need for challenges, for novelty and complexity, and the psychological need to set goals for oneself and then achieve them.

Within these broad criteria, child-adult interactions construct children's thinking and behaviour. A child's success at solving intellectual problems, as is dependent on his feelings of competence as on his actual competence, for if the first is not present, children become so convinced of their likely failure that they do not attempt to solve problems, or do so only half-heartedly and with an expectation of defeat.

Edited extracts from *Changing Children's Minds: Feuerstein's Revolution in the Teaching of Intelligence* by Howard Sharron, published this week by Souvenir Press price £16.95.

Next week, *The TES* looks at one of the most important applications of Feuerstein's principles in Britain so far.



## A delicate balancing Act

Jerry Wellington looks at the new law requiring teachers to put both sides of the case

Section 45 of the 1986 Education Act is of direct concern to any teacher who has to handle controversial issues in the classroom. And with the broadening of GCSE syllabuses to include the social and economic implications of the subjects studied, this part of the Act has increased relevance to teachers across the curriculum.

Where controversy may have once been more the province of the English and humanities staff, it has now also been placed squarely into the domain of, say, the science teacher, who may be less well equipped or less willing to confront it.

The new law says:

*The local education authority by whom any county, voluntary or special school is maintained, and the governing body and head teacher of the school, shall take such steps as are reasonably practicable to secure that where political issues are brought to the attention of pupils while they are:*

(a) at the school; or  
(b) taking part in extra-curricular activities which are provided or organized for registered pupils at the school by or on behalf of the school;

*they are offered a balanced presentation of opposing views.*

Perhaps the most important phrase, and certainly the one which requires most unpacking, is "a balanced presentation of opposing views". Fifteen years after the Humanities Curriculum Project, the debate continues over neutrality, objectivity and the newer notion of balance. The HCP is perhaps the only major effort in curriculum development to have addressed the handling, of controversial issues in any depth. One of its essential tenets is that the classroom teacher should act as a neutral chairperson in classroom discussion.

But, if that principle is now operated in schools, it may conflict directly with the new law requiring "a balanced presentation of opposing views". Passive, neutral chairing would appear to be out of the question. The teacher must actively present opposing views.

The Act confines this requirement to "political issues", but in practice its influence is almost certain to extend to a wide range of social and economic issues. The definition of a "political issue" is likely to encompass a broad range of controversies when the Act comes to be interpreted by parents, governors, politicians and, of course, teachers.

There are serious problems for the teacher in ensuring a balanced presentation of opposing views. How literally should this law be taken? Is considering apartheid, for example, should the case for apartheid be presented with the same strength as the case against it? Should a case for racism be presented with anti-racist education? Should the case for genocide be presented with a discussion of Nazi Germany?

school domain by parents, politicians, governors, education authorities and the media, whether teachers like it or not.

Whoever is required to ensure balance in schools faces yet more difficulties. On a number of issues the quality of the material available for presenting one side of the case far exceeds that of the other. The teaching materials found in many schools from the United Kingdom Atomic Energy Authority (UKAEA), for instance, now include tapes, slides, videos and pupils' workbooks written and produced to a very high standard. Can this be balanced by the recycled leaflets with unreadable print produced by some anti-nuclear groups?

Similar problems exist with quantity in providing a balanced presentation of opposing views. Should a double lesson on one view be balanced by a lesson of equal length on its opponent? In few situations will it be possible to exactly balance a 20-minute talk or video from one side with a 20-minute talk or video from the other.

In any case, what do we mean by "one side" and the "other side"? This presupposes some sort of imaginary central fulcrum about which the opposing views act. Should the opposing views be equidistant from the fulcrum?

According to the laws of physics, two factors need to be accounted for in balancing objects: their weight and their distance from the fulcrum. An analogous law can be applied in assessing the balanced presentation of opposing views. How extreme are they – what is their distance from the supposed point of balance?

The greatest difficulty arises in deciding on the position of the point of balance. The location of the fulcrum is itself a value judgement which, in turn, may be unbalanced. Indeed, almost by definition, any value judgement is unbalanced. Norman Tebbit's location of the fulcrum for judging a balanced presentation will necessarily differ from that of the BBC.

A law of this nature will have growing importance as oral work, small group activity, pupil involvement and class discussion increase. Teachers may choose to ignore it, of course, but will parents?

The threat of legal action for failing to provide a "balanced presentation" may be enough to prevent teachers from taking any risks. Thus the most likely outcome of the law is that teachers will avoid controversy, whether moral or political, in their classrooms. This will be the safest option, but will take school education even further from the real world of science, technology, industry, politics, religion and everyday morality.

It is difficult to know what facts and views are fed to pupils outside school. And the information and attitudes different pupils encounter outside school will vary enormously from one to the other. So to redress the balance for all would require a separate curriculum for each pupil.

In any case, it would be politically unacceptable for teachers to present an unbalanced treatment of a controversial issue in school, even if their aim was to compensate for indoctrination from outside. Balance is bound to be measured within the

Jerry Wellington is a lecturer in the school of education at the University of Sheffield and editor of *Controversial Issues in the Curriculum* (Blackwell 1980), in which contributors consider how a number of controversial issues should be handled in school subjects.



# Review



## Next stop, Grange Hill

Showbiz is now flooded with products from Anna Scher's extraordinary school for actors. Nick Baker reports from the assembly line

Two thousand children and young people are on the waiting list to get into the Anna Scher Children's Theatre. At the moment, there's only room for about 800, minimum age six, most of whom get no more than an hour and a half's weekly teaching at the converted church in Islington.

But there's little doubt that entry into the Scher school is the quickest, and certainly the cheapest way of getting into the acting profession. Around 30 per cent of the children and young adults there get regular professional work. A fair number go on to be managed by Anna as full-time professionals. If you've seen any television this week featuring young actors, some of them are certain to have been Anna Scher products.

The story of the theatre started in 1968 when Anna Scher came to Islington to teach in a tough junior school, where she immediately started a drama club. It was so popular that children who left to go on to secondary education still returned to the club, and brought their friends. Anna found new premises, and opened the school to all, staying on as a teacher to finance the operation.

It's hard to separate Anna's character from the philosophy and atmosphere of the school. The daughter of an actress and a dentist in County Cork, she was herself a child performer in pantomime and variety in Ireland, and was educated in a convent school, despite being Jewish. Her father disapproved of Anna's acting ambitions, and persuaded her, after she had started in part-time training for the stage, that teaching would be a useful second string, should her stage career not succeed. She found she loved teaching.

An (unsuccessful) audition for *Play School* coincided with a visit from a BBC director to the newly formed drama club. The director was impressed with the quality and freshness of the young talent there, and the professional side of the Anna Scher Children's Theatre was founded. Now in vastly improved premises since 1977 (opened by Sir Peter Hall), there are classes for 6 to 11s, 11 to 16s and over 16s, as well as two groups for young and older professionals. And professionalism is one of Anna Scher's watchwords.

So an after-school session for junior starts with a physical and vocal warm-up, in the latter to help "dictation and projection". Anna introduces the term "theatre" on which all the groups will work. This term it's religion and philosophy. Then it's "talkabout", with individuals from the class of 40 or 50 telling the others "loud and clear, now!" about two new things they've done in the holidays. Anna goes first.

Then some news. Little Laura is transferring into the young professionals group. This is clearly an achievement. To qualify, Laura has had at

least one professional job (albeit a small one), regular attendance at the school, and an ability worth developing. In the young professionals, Laura's chance of more professional work will be much greater, provided she works hard.

Still with the 6 to 11s, Anna starts on some improvisation work, linked with the religious theme. Pairs are given a starter line: "Look mum, I don't want to go to church." Then they work solo, with the same idea, and Anna, displaying an encyclopaedic knowledge of first names, invites individuals to show their work to the class, reminding us that listening is a golden rule.

Then, the high spot of the evening. While some go off to do some mask making, others, with teenage helpers from an older group have been doing "The Play". It's heavily prepared improvisation, the older children helping out with acting as well as atmospheric lighting and music. The story - about a new girl at school (tormented because she has nits - ends with an apparently imposed "moral" ending.

The evening session for the over 16s has much the same structure, adapted for the age group. The warm-up is followed by a little relaxation exercise and pop talk from A in the shape of a stream of clichés "think positively... onward and upward... 99 per cent perspiration...". You can only conclude that somewhere in her convent education was a nun with a taste for interjected proverbs.

The theme of religion and philosophy is taken up, in the shape of Anna reading her "Short Gazette column" from her regular *Islington* endorser (which locals will know either as an endorser or as a columnist). The column is an endorser's magazine catalogue of namedropping and mawkishness. This being the first session of term, there's been no preparation of improvised plays by the students, and acting work is again to do with family conflict over religious difference. Again, as if it were somehow expected of them, the students reach a "moral" ending.

Anna argues that "there's not enough done on the clarity of right and wrong", and tells me that her views (which include some sympathy for those of Mrs Whitehouse and Mrs Gillick) are sometimes at variance with those of her pupils. Significantly, Anna's interest in discussion or development of themes, plots or character in improvisation seems less important than the standard, and the believability of performance.

For example, she orders solo improvisations starting with the line "I don't want to go to church today". Most, when asked to perform, give us straight, well performed (but somehow unimaginative) pieces about ordinary family conflict that could be on *EastEnders* - and probably will be one day. One boy adopts the part of a quiet-voiced psychopath talking to an imaginary mother about not wanting to go to church but wanting to join the army to "kill and maim". It manages to be funny and menacing at the same time. The class love it, but Anna, congratulating him fulsomely, clearly doesn't want to deal with it in detail. It seems (and some of the students agree with me afterwards) that discussion is kept to a minimum. With so many (around 40) in the group, this is understandable. But the substitute is often praise, spread on very thick. Most students treat her with a combination of awe and affection.

The Anna Scher Theatre Method seems quite different from the methods practised in schools, colleges and other young people's theatre groups. Anna's insistence on product and performance rather than on exploration of ideas through process sets her apart from what's now virtually an orthodoxy of practice.

"This business of educational versus performance drama is a bit of a myth," she says. "Educational drama should have a performance element in it, and vice versa." One way she introduces an element of education is through her themes, and this term, she thinks, will lead the older ones into exploration of specific texts, and the younger into a broader understanding of people's religions. The themes chosen (a popular recent one was "heroes and heroines") are always broad and versatile.

There's little doubt, though, that among the students, and those who will wait up to two and a half years for a place, the perception of the school is largely that of a gateway to the profession, not an education supplement. And Anna's insistence on "professional" attitudes in all walks of life is closely tied to a work ethic rooted in the theatre film director Alan Parker based *Fame* on the New York School of Performing Arts, Anna tells me he got the idea from a visit to her classes.

Her dealings with professionals, as an agent and as a teacher, are strictly disciplinary, in a benign sort of way. One M. director told me that she is the only agent for the school. She knows the

would risk the loss of work rather than break the stringent rules on young performers and their schooling. She berates producers who suggest she bends the rules. I overheard one end of a telephone call in which she burned the ears of a young performer who didn't turn up for an audition.

She's also frank to students about the need for luck as a complement to talent. A graphic illustration - a BBC production manager calls to look at some young children for extras in a new Children's TV drama. His "shopping list" involves the children's height, rather than talent. The young professionals' classes are entirely skills oriented. Everyone must have a classical and a modern audition piece, a bit of singing and dancing, standard English plus two dialects other than your own. Here, the standard is stunningly good. Or else.

Anna Scher and her partner, Charles Verill, have had a major effect on the British TV and film world of the last two decades. There would have been no *Grange Hill* or *Scum* without them, while Scher the educator takes pride in monthly, Scher the agent makes it a rule not to interfere with what work her clients of over 16 do (and take). At the moment she's urging direction to cast more black actors in roles where race is unspecified.

She's also made it possible for acting to become less of a middle-class occupation. Her detractors in the world of educational drama criticize her for mixing the educational with the professional. It's worth reminding them that one alternative for hopefuls is the £1,500 a year stage school. In fact profits from the management side of the Anna Scher operation (which is a registered charity) subsidize the non-professional classes, together with small grants from Islington and LEA. Stage schools with agencies attached are the market for at least one of these schools began to adapt some of Anna Scher's approaches when the market for fresh young working-class talent was at its height.

However, Islington has changed, and changed the Anna Scher Children's Theatre with it. There are fewer working-class voices, more children of the rich and sometimes famous. Simon Ward read his there, so did Mervyn Bragg. Nobody jumps the queue, though, neither does Anna screen it to keep up the Cockney quotient.

Does part-time training, helped by experience of professional work, constitute as good a grounding for the RSC as it does for the TV sitcom? Anna believes it does - and there are classes for adult professionals who want to "grow out" of Anna Scher, and move to other agents. It seems that the real draw for those 2,000 on the waiting list, is the chance of appearing on TV.



Chasing a job, a physical warm-up, and Anna Scher in action



## New Left, pulled right-side out

R A D Grant on Czechoslovakia's leading dissident

Václav Havel or Living in Truth. Six Years by Václav Havel, together with Milan Kundera and others. Edited by Samuel Beckett and others. Edited by Jan Vlasák. Pp. 115. £15.00. 0 571 14874 3.

A playwright by trade, Václav Havel is better known over here as Czechoslovakia's leading dissident. After 1968, under the Soviet-imposed "normalization", he was charged with subversion and his works were banned. He was finally imprisoned in 1979 for his activities in connection with Charter 77 (founded to monitor the Government's observance of its own laws) and VONS, the Committee for the Defence of the Unjustly Prosecuted. He was released, seriously ill, in 1983. Now 50 years old, he still lives under constant surveillance. What that means may be gathered from Tom Stoppard's *Professional Foul*.

Stoppard celebrates Havel's plays in the present volume, noting their "gentle refusal to indulge a sense of grievance, the utter lack of righteousness or polemic or bile". The same is strikingly true of Havel's essays, which occupy two-thirds of the book's considerable bulk. Nevertheless, Havel is no holy fool or epileptic saint. On the contrary, like Milan Kundera (who also pays him a splendid tribute), he is tough, wry, sober, patient and realistic, and much disposed to enjoy life.

His quiet, anti-Utopian, and altogether un-Slavic ruminations are firmly rooted in the day-to-day, inescapably political experience of his countrymen. Starting from such local topics as ecology, the "peace" movement, consumerism, and dissident strategy, Havel develops a profound, continuing inquiry into politics, culture and ethics, into the nature and fulfilment of the human being, and the future of civilization. The Czech perspective on these grander issues, he would say, so far from being marginal, is central.

The reason is that Havel sees contemporary communist society as the realization of a deep-seated Western fantasy, variously known as "technocracy", "utilitarianism", "ideology", "mechanism" and "system". His *Letter to the Czechs* is essentially what Michael Oakeshott has dubbed "rationalism", the target of an impressive line of thinkers, running from Pascal through Burke and the German Romantics up to Oakeshott himself. "Rationalism" is simply the (irrational) approach to human things according to which they are best understood "scientifically", which is to say, purged of their value-laden complexity (ie of their humanity), and reduced to a set of

formal "problems", each awaiting its corresponding "solution". Its key feature is impersonality, so that the horrors of totalitarianism (handily exemplified by Hitler's "final solution") and the anonymous, manipulated hedonism of modern liberal democracies are more closely related than they seem. Havel suggests, *à propos*, that in the Soviet bloc "consumerism" could well supersede the traditional incentives to conformity.

Rationalism's critics tend to be politically conservative (the poet Blake being a notable exception). They invariably appeal from its bloodless algebra to the "real" world. But rationalism has become sophisticated, and is now not so easily put down. For the radical Sartre, the primary reality is my unconditioned "freedom". When the so-called "real" world demands that I feel (eg) love or concern for any of its contents, it asks me to surrender that freedom, and with it my authenticity. Marxists such as Althusser complete this (in truth, paradoxical) self as a "bourgeois" construct, and hence an instrument of class rule. (An interesting admission that Marxism, whatever else it may be, can be nothing so vulgar as true.)

Without explicitly referring to it, Havel effectively pulls New Left orthodoxy inside (or right side) out. His philosophy, embodied in a style which is fluent, graceful, and free from technicalities, is appropriately indirect and unsystematic. Nevertheless, it is coherent, and can be summarised something like this. The authentic "me" cannot be abstracted from the "real" world and set up in opposition to it. Rather, it is myself precisely as immersed in that world (Husserl's *Lebenswelt*) and bound to it by various ties of sympathy and moral obligation. It is when I deny those ties, either voluntarily, out of hubris or stupidity, or involuntarily, because the daily "existential pressures" of Soviet-bloc life force me to do so, that I become inauthentic. Either I positively accept the lie, or I become a zombie, or, for the sake of my family and job, or simply for a bit of peace, I pay the minimum lip-service to it (no enthusiasm is expected) and "live within the lie". (Havel depicts such a life said - in an imaginary greengrocer who eventually rebels against his demoralization by simply not putting up any more Party slogans in his shop. This personage is 10 times more illuminating and memorable than Sartre's notorious waiter.)

Such is the "peace". Havel notes exasperatedly, which Western unilateralists really offer us. It is, indeed,

the unhealthy obsession with mere physical survival - ultimately, the fear of death - that forces people generally into untruth. (For Sartre, love and affection are omens of dissolution, like drowning in treacle.) For what is the point of saving your skin, if you thereby lose your humanity? The only answer (obviously not a "solution" nor conceived as such) is a kind of martyrdom: to offer your skin, repudiate the lie, "live within the truth", and, like the greengrocer, take the consequences (which far exceed any endured by Western "peace" protesters). In doing so, the "dissident" - who actually aspires to no such title - bears witness to his true humanity and to the spontaneous, living culture of which he is a part. Civil society, culture, humanity - call it what you will - survives despite all official attempts to suppress it or (something equally impossible) to incorporate it into the "system".

Culture then, in its widest sense, from moral understanding to genuine education, and from unofficial pop music to high art, is the real enemy of post-Stalinism, which fears spontaneity, as it must fear truth, above all else. (The Jazz Section's activities were especially anathema, for having emerged from within an official structure.) So far from culture's being an instrument of power, power itself is illegitimate without culture's approval. That is to say, for Havel politics is grounded, as it was for Aristotle, in man's social nature, which (to use his own expression) is "pre-political". Though (or rather because) he is an acute political analyst, he wastes no time devising political "solutions". His is essentially a moral protest, and in the circumstances the only politically effective sort ("the power of the powerless", Havel calls it). Of course, any civil disobedience in the name of makes the same claim, in the name of "conscience". And liberalism cannot answer him, since it affects to know no better than he does what is true or good. Havel, however, can do so, since for him "conscience" is not a private but a public thing, the voice, essentially, of culture. But that puts him, and culture, and any protester who genuinely speaks for it, at odds with Western enlightenment.

In trying to extract their central philosophical message I have made Havel's essays sound rather dry. But actually they are as pregnant as two graffitis under the gatehouse of Charles Bridge in Prague, hard by the statue of the Emperor Charles IV (a great Czech hero). AVE CAESAR IMPERATOR, says one, MORITURI TE SALUTAMUS; the other, in the same hand, reads BEATLES. Those, if not by Havel, are entirely in his spirit, and that of his country.

## Into the arena

*Class Ideology and Community Education*. By Will Cowburn. Pp. 128. £18.95 and £8.95. Education and Youth. Edited by David Marsland. Falmer Press £15.95 and £8.50.

Each of these books analyses what the authors believe to be a crisis, and offers a solution. Will Cowburn faults present-day community education as broad and crudes to keep the peace in order. The pieces in *Education and Youth*, edited by David Marsland, variously conclude that secondary schools do not provide an education fit for growing young people. Both could be correct, of course. But Cowburn's analysis is that community education is flawed because it is not rooted in the working class. It is, he argues, a middle-class project, and the sociological, psychological, curricular and methodological perspectives on youth. The solution offered in *Class Ideology and Community Education* is grass-roots activities in, by and with the working class; all else is sham. *Education and Youth* offers many possible solutions, which together recognize young people's needs to oscillate between assertive independence and dependence as they try to find ways of joining the adult world.

Both books deal with failures. For Cowburn, failure is straightforward. It results from trying to participate in an education which has not been designed for them, instead of treating education as an arena for class conflict, designing it

on the needs of the class of working people as a class. For Marsland et al, failure stems from an imprecise appreciation of the way the uncertainties of the adult world magnify the uncertainties of being between childhood and adulthood, and lack of imagination in engaging the young in their own growing up.

The approach of these two books could hardly be more different. Cowburn is a voluble, repetitive, shrilly assertive, dismissively impatient of all non-Marxist arguments, and likely to bore silly all but the most committed readers. It is unfortunate, too, that the camera copy production makes such a disagreeable text to read. Marsland's book is firmly, sometimes elegantly argued, engagingly thoughtful, provoking too, in a measured, radical way. Group work with adolescent young people within the ordinary teacher-pupil ratio? If the monolithic nationalized social services and medical care are being dismantled as part of the world of increasingly discriminating consumers, how long can a nationalized school system continue?

Norman Evans



Sunday school picnic, Maryland 1942, by Marjory Collins: one of the pictures from *Let Us Now Praise Famous Women: Women Photographers for the US Government 1935 to 1944*, by Andrea Fisher (Pantora £9.95). Intimate and often painfully eloquent, these fine portraits of life among the poor would beautifully complement historical studies of the period.

## Shame on us

*My Name Is Today: an illustrated discussion of child health, society and poverty in less developed countries*. By David Morley and Hermione Lovel. Macmillan 0 333 43301 7. Obtainable at £1.50 + £1.50 p&p from Teaching Aids at Low Cost, PO Box 49, St Albans, Hertfordshire AL1 4AX.

The shaming difference between this country and Sweden is epitomized by *My Name Is Today*. Here is a book written by two of the Institute of Child Health's leading experts. Every social studies teacher will ransack it like Aladdin's cave: health workers, whether in this country or the Third World, will consult it like journalists a dictionary. It is over 420 pages long. It is chatty, informative and graphic. It costs £1.50; only a heavy subsidy could have brought the price down so low. Any government agency should delight in an association with such a book. But it is the Swedish International Development Authority, not our own Overseas Development Administration, whom we have to thank for making it available so cheaply.

The book's subject is actually larger than the title suggests. The authors work methodically through every factor which impacts on the health of children. There are sections on the distribution of resources, man-made deserts and the use of fertilizers. The reader is thus taken deep into the constraints on the Third World and its deepening poverty - undernutrition among preschool children in Ghana has actually increased during the 1980s.

The breadth of the authors' vision and the depth of their learning are

remarkable. Whether it is the economic role of the child, the causes of sickness, seasonal effects on pregnancy and lactation, the consequences of spacing births or projections of population growth Professor Morley and Dr Lovel offer practical good sense illustrated by specific examples drawn from medical journals. They are just as good on the types of health care that exist and the sorts of health workers that are most needed, pertinently noting that choosing the right sort of people to be paramedics in village society is both crucial and difficult.

There are two additional qualities which put this book in a class of its own: first is the authors' style. Theirs is a didactic book but it provides its information lucidly and economically with graphs, bar charts and illustrations. The two authors, who are blessedly happy to admit their views have changed over the years, then discuss in the form of a scripted conversation the facts they have presented. Second, they never forget to draw parallels between the health of and the health care available to children in the Third World and those in the West, and in so doing make this humane and enriching book suitable for wide use in schools over here.

**Peter Parker**  
*Mother Care / Other Care* by Sandra Sear and Judy Dunn (Pelican £3.95) examines the extent to which mothering (as opposed to fathering and care by others) is emphasized in Britain today, causing stress and guilt among a large part of the workforce. The conclusion is that, happily, despite the hurdles, working and feeling good about your job can be good for both you and your family.

Society Now

**Gender**  
STEPHANIE GARRETT

*Gender* aims to help students to recognise and reflect on the significance of gender in their everyday lives. The work of major sociologists, especially recent feminist theorists is carefully discussed and the author makes wide use of activities and projects for students to locate the theory in their own experience. 176 pages. Paperback 0 422 60570 0 £3.95.

**Deviance**  
PETER AGGLETON

While there are many books on the subject of deviance, few have been written as introductory yet comprehensive guides to this fascinating aspect of human behaviour. In simple and accessible language, this book introduces readers to some of the major debates about the causes of deviance in society. 128 pages. Paperback 0 422 60480 1 £3.50.

**TAVISTOCK**

11 New Fetter Lane, London EC4P 4EE



## BOOKS IN CLASS

## CHILDREN'S LITERATURE

At the Sign of the Dog and Rocket. By Jan Mark. Kestrel books £4.50. 0 670 81008 8. (also Longman Knockout £1.60)

Like every school-leaver, Lilian has her share of problems, but she is at least spared the major hurdle of job-hunting. Long before taking her rather contemptuous leave of the teachers at the William Farrar-Langton Comprehensive, she has decided on her career, which is to work in - and eventually to manage - her Dad's Kentish pub.

However, bottling-up and bar-tending quickly become a baptism of fire for Lilian when, after her Mum is packed off on a much-needed holiday, dad slips a disc and is confined to bed for two weeks. Temporary help is essential - but when it comes it is in the dubious shape of "Coathanger Tom Collins", who has recently been a student-teacher at Lilian's school, and a particularly prickly thorn in her side.

At first the classroom personality clashes between doggedly meticulous Tom and brightly bumptious Lilian persist. Even the pile-ups of confusion and crisis that characterize life at the

Dog and Rocket fail to coerce them into co-operation. Tempers fray as Tom tries to achieve order in his (to Lilian) irritatingly reasoned manner. Their efforts to keep things ticking over are hampered by Mum's constant and worried phone calls, by the family's mountainous, immovable, Guinness-guzzling dog, and the sometimes bizarre demands of the pub's colourful clientele.

With her customary eye for the incongruous and her flair for ferociously pointed dialogue, Jan Mark extracts plenty of comedy from Lilian's and Tom's enforced partnership. The iconoclastic narrative tone works only slightly less well when it describes the gradual development of each's liking and respect for the other. This reiteration of one of Jan Mark's popular themes (someone opening-up to the views of another) is not probed so deeply as in several of her earlier books, but, in the romping context of *At the Sign of the Dog and Rocket*, this is appropriate.

A serious point punched home is that teachers (at any rate of the student variety) can be as likeable as anybody else. Tom proves this, not only in his handling of the hiccup of pub management but in his skilful squashing of the real horrors of Lilian's life - her dreadfully spoiled, whiney-piney younger brother and sister.

Mary Cadogan

## Compendia of knowledge

The Usborne Children's Encyclopedia. By Jane Elliott and Colin King. Usborne £6.95. 0 7460 0031 6. Junior Pears Encyclopedia. Edited by Edward Blishen. Pelham £7.95. 0 7207 1666 7. Macmillan Children's Encyclopedia. Edited by Leonard Sealey. Macmillan £16.95. 0 333 41274 7.

Is a children's encyclopedia a contradiction in terms? Can we really present for children that "ring of knowledge" for which the 18th century encyclopaedists strove? It is clear that publishers have always found it difficult to define what a children's encyclopedia should do. Like the blind man trying to identify an elephant, each produces a different answer: it is a browsing book; it is a support to personal interests; it is a general knowledge compendium; it is a scaled-down Britannica. The books under review provide examples of the first three categories. It was only the *Oxford Encyclopedia* that attempted the last. It was unique, perhaps the only "great" children's encyclopedia to originate in this country. Several publishers are rumoured to be interested in a successor: it will be fascinating to see their conclusions.

The Usborne Children's Encyclopedia is designed in typical Usborne style, with strips of small coloured



pictures leading down and across the pages, and the text in the form of captions to them. Its purpose is to simplify basic information about our world and present it in a popularized package. Inevitably the attempt fails in the particular, for it is notoriously difficult to find two-sentence summaries of complex matters. Clarity and accuracy are too often sacrificed to brevity. So we get "Classical ballet is a difficult dance done on the toes" or "Mexicans in Patzcuaro have to learn how to make hats for a living". Perhaps another team could have managed to solve the form's problems better, but there are many signs that this book was made with either too little care or too little time. The format is likely to appeal to children and the decision for adults is: does the information outweigh the mis-information. My view is, just.

*Junior Pears Encyclopedia* sets out to "provide information on the main

topics in which young people are likely to be interested", and it does it in a closely-packed text, occasionally broken by black and white diagrams and maps. Much of the information is in tabular or statistical form - list of kings, rivers, events - but sometimes the Blishen we know and love takes over, as in "An emergency guide to punctuation". A major weakness is that much of the book is still devoted to that boys' own world of Blishen's youth: railways, ships, the armed services. *Junior Pears* is now in its 25th edition: it is high time that the content was re-assessed for today's readers.

*Macmillan Children's Encyclopedia* is a substantial 1,000 page book, produced by a large team of consultants and specialist contributors, which could be used through the middle school years and beyond. The material is organized in 10 subject sections, an arrangement which prevents quick alphabetical searches but encourages reading around subjects. It offers a mid-point between the captions of *Usborne* and the word-laden pages of *Pears*. Each double-spread contains coloured illustrations and an extended text long enough for clear explanations that do not short-circuit the truth. This third edition merits serious consideration for school or family purchase.

Peggy Hicks

## Practice without policy

The English Teacher's Handbook. Edited by Roy Blatchford. Hutchinson £9.95. 0 09 161230 6.

Roy Blatchford edits *The English Teacher's Handbook* in a guileless way. His introduction emphasizes that the book "is not about the theory of English teaching. It is about its practice in classrooms". His concluding Resources section lists fiction that is "in no way prescriptive" and course-books about which "the contributors to this volume would not have a unanimous view". This ingenuous editorial style allows the 15 articles in this collection sometimes to clash discordantly in spirit and often to reiterate elements of practice deriving from very different theoretical stances. As the second contributor, Richard Exton, notes in "Organizing the Department Team", "all practice derives from theoretical positions", and a handbook which ignores that in favour of eclectic selection from a diversity of writers inevitably produces confused messages.

The book comprises a series of descriptions of practice with an organizational flavour, some checklists and specific examples of classroom work. Despite the editor's invitation to "dip into" the pages, this is not really a

reference source, for it is not packed with easily extractable ideas and suggestions, nor is it organized into brief, free-standing blocks of information both uses surely implied in the term "handbook".

There are good sections, though to describe the book as a "comprehensive compendium", as the Introduction claims, is inaccurate. I would read it for Richard Exton's humane, stylish and eminently useful piece on departmental organization, but not for Malcolm Watt's self-evident tips for leadership (you must "believe in the task" and you have to recognize that "heads are human too"). Sue Horner's "Providing for the ability range" does well what it sets out to do, but an appraisal of styles of organization is absent from the volume despite their centrality to views of the English curriculum. Bill Deller on comprehension suggests ideas based on a coherent model of reading and his tasks are designed to build confidence and a range of experiences for the student who is so clearly the focus. Yet in pieces relating to literature, one on fiction and the other on examinations, the teacher, it was implied, moved from "activity" to "strategy" without considering the individual readers, who perhaps need time to find their own meaning, direction and questions. A concern for the individual was evident, by contrast, in David Allen's piece on "Assessment". Impressively, he makes that most public dimension yield a set of practices supported by a belief in teacher-pupil responsiveness which could be "more sensitive, more individual and more appropriate".

Work on drama, poetry, micro and post-16 case-study tasks is convincingly outlined by enthusiasts. Other areas, "the slow learner", so-called "basics", talking and starting writing are more pedestrian and threaten to overwhelm to reader with busyness, always the danger when practice-meets-out-policy is the avowed aim. And there are so many areas uncharted in this book: knowledge in any detail, multi-culturalism, and the whole dimension of development, sequence and progression in English. Maybe a handbook cannot be topical these days, but it could be expected to indicate some of the influences from which current practice develops. Which brings us back to its lack of a unifying theory...

Pam Barnard

## Synonymicons

Longman Pocket Roget's Thesaurus. Edited by Susan M Lloyd. Longman £4.95. 0 582 89332 1. The Penguin Pocket English Thesaurus. Edited by Faye Carney and Maurice Waite. Penguin £2.50. 0 14 051193 8. Kingfisher Illustrated Thesaurus. By John Bellamy. Illustrated by Peter Stevenson. Kingfisher Books £7.95. 0 86 272 244 6. Kingfisher Pocket Thesaurus. By George Beal. Kingfisher Books £2.95. 0 86 272 278 0. The Oxford Children's Thesaurus. Compiled by Alan Spooner. Oxford University Press £5.95. 0 19 910229 5. Sphero/oup £3.95.

In any thesaurus the word finder seems as important as the bulk of the volume. The hardback *Longman Pocket Roget's Thesaurus* places its comprehensive index at the front and lists every entry encouraging precise location (albeit time-consuming) of the correct usage for words as common as "help", "edge" or "strong". The edition also scores in the main text where the standard classification remains (Abstract Relationships, Special Rela-

tionships, The Material Universe and Human Beings), and each section is presented with laudable clarity. The paperback *Penguin Pocket English Thesaurus*, with the word finder in its more usual place, is designed on a smaller scale and with fewer words but is equally useful as a quicker guide.

Three contrasting thesauruses currently available for the younger end of the market dispense with any index and operate more straightforwardly according to alphabetic order. The *Kingfisher Illustrated Thesaurus* is an ideal starting point for the top junior or lower secondary age range eager to extend vocabulary; each word gives up to five synonyms followed by antonyms and homonyms wherever appropriate. In a good sized volume, spaciouly printed, a brief appendix points out tricky spellings, while some humorous illustrations help with confusing meanings - fun learning.

Budding verbalists should be kept happy for many an hour flicking through the *Kingfisher Pocket Thesaurus*. Compact in form every entry is numbered (629 entries for "S" alone) making each word cross-referable quite a feat considering the book also houses grammatic abbreviations, homonyms, and an endless supply of

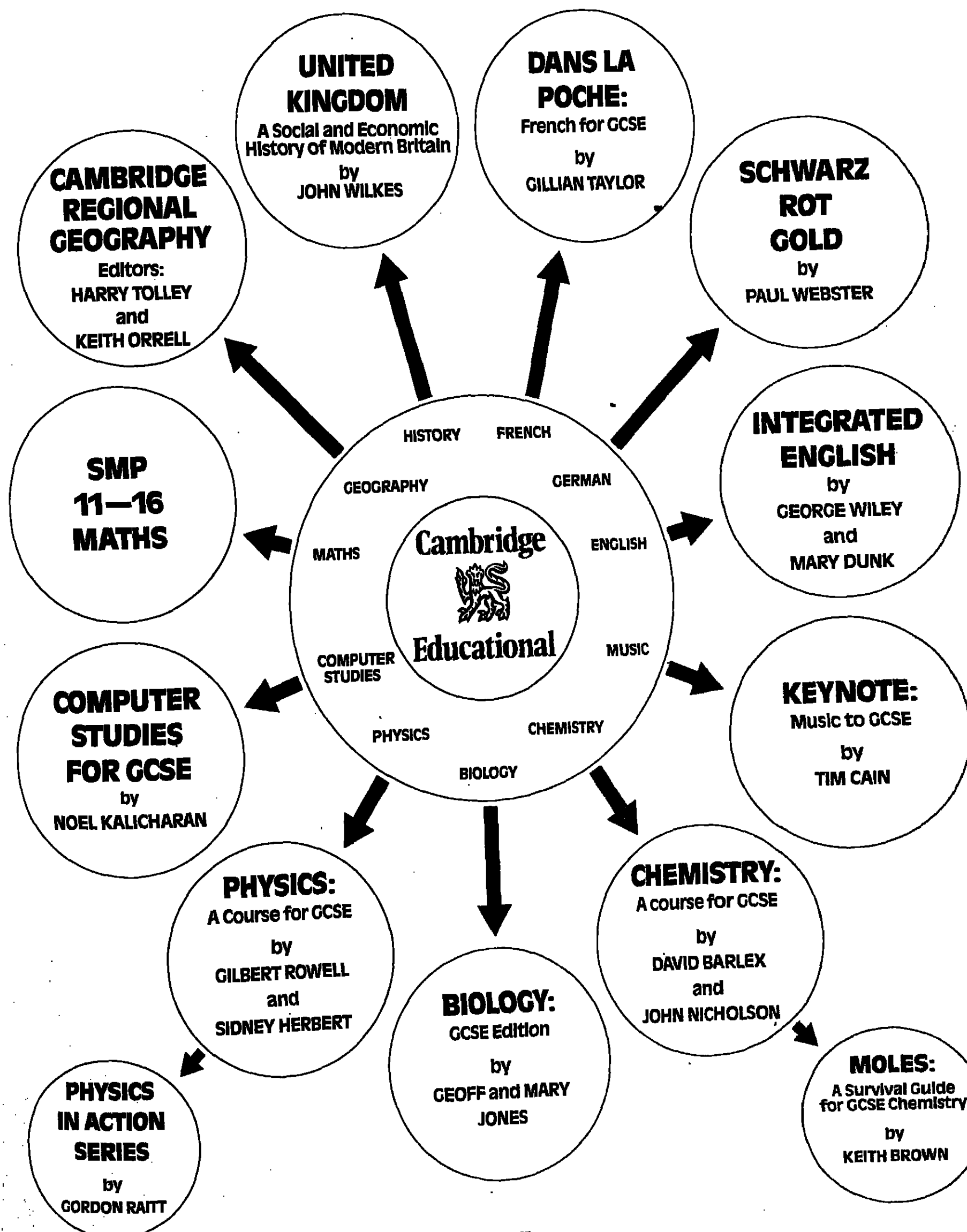
antonyms by means of its clever format. This is one for the 12 to 100-year-old who enjoys a little research to replenish the stock of brain-fodder.

Complementing its sister dictionary, *The Oxford Children's Thesaurus* follows a different path from the previous two in its concentration on word usage: all entries have a sentence for various interpretations of the word ("turn", for example, containing 12 separate sentences plus apposite synonyms for particular occasions). Added to this are untempered related words useful in specific circumstances - for "music", subheadings are given for composition, instruments and other musical words; also included are cross references (under "glacier" a reference to geography and so on), and warning signs for informal slang or colloquialisms. Not so much a thesaurus here, more an indispensable means of communication.

Jacqueline Fisher

Further reviews of reference books on pages 27-33.

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## BOOKS



Mario Ruspoli's *The Cave of Lascaux: The Final Photographic Record* (Thames and Hudson, £30) is a lavish pictorial compilation of what has been called the "Sistine ceiling of the cave man". This frieze of swimming stags is one of the many spectacular cave paintings, some of which date back 17,000 years. Film-maker Ruspoli began the mammoth task of documenting the wonders of Lascaux when the cave was finally closed to the public in 1963. This book is the result of his painstaking labours to capture these prehistoric masterpieces on film, so that future generations may marvel at what is now permanently inaccessible.

## Science, and school science

*Science in Schools*. Edited by J. Brown, A. Cooper, T. Horton, F. Toles and D. Zeldin. Open University Press. £25 and £9.95.

There can be few in science education who will not give a warm welcome to this Open University collection which deserves a readership beyond the confines of the course it is designed to accompany. Many of the 32 papers included will be of interest to teachers, advisers, and to those studying for diplomas in science education. Extracts from Medawar, Frisch and Einstein; Snow, Rosak and Rose; Layton, Ziman and Solomon; Young, Waring and West; Driver, Gilbert, and Head, can hardly fail to provide provocative reading.

The articles are ordered under issues relating to the nature of the subject, its place in contemporary society, and its treatment in schools. The first section on science and "scientific activity" is the most interesting. Headed by a brief section called "What is science?" An Open University perspective, it presents a picture of a rather mechanistic scientific method, proceeding from systematic observations and quantitative measurements in the recording and analysis of evidence to checking by appointment the predictions based on the theoretical models so derived.

It recognizes, with apparent regret, that life is not so simple and that the

work of scientists is much determined by human and social constraints. Indeed, this paradox is recognized by the section, "a profession without a methodology", in which the lack of a "scientific method" is discussed. It finds "disturbing" Medawar's claims that "the traditional structure of a scientific paper misrepresents the way science is normally done, and so perpetuates a myth". Perhaps it should have been clear and tried less hard to maintain this myth. By reproducing papers by Medawar on "Is the scientific paper a fraud?", by Lytleton on "The nature of knowledge", and by Roszak on "The myth of objective consciousness", the area is opened up. It would have been nice to have seen this more human interpretation of science expanded by something from Polanyi, on the importance of personal commitment and tacit knowledge, and from Ravetz on science as a craft activity. These areas are of fundamental importance to the theme of this book for, unless something more like genuine scientific activity is encouraged in schools, science teaching, like the scientific paper, will remain a fraud. There is here surprisingly little discussion of the role of practical work in school science but it is in this sphere that a key debate is developing; should students be encouraged to develop specific skills and processes of science with the (naïve?) hope that they can be put together to form "the scientific

method" or should they be encouraged to tackle problems holistically, through doing investigations, and thereby develop the experience, habits and intuitive craft skills which might be more like the activity of practising scientists?

Issues relating to the interaction of science and society are well covered. The way that the social, technological, and political imperatives of society determine what is acceptable as scientific activity are well argued by Rose and Ziman, and the way that school science has been similarly shaped by Uzzell, Hodson, Prosser, Miller, and Young. Constructive guidelines for developing the science-technology-society aspects of science education are represented by Solomon, Layton, and West. Indeed this thrust, that school science should incorporate, if not be dominated by, STS issues permeates much of the reading in the book; not enough attention is perhaps given to the distinction between this type of science studies, which is undoubtedly a good thing, and the study and practice of science itself.

The fifth section of the book, inappropriately headed "Teaching Methods in Science", contains a splendid selection of articles on recent insights into the way that pupils learn science. Articles focusing on the pupils' preconceptions and the constructivist approach to learning are well repre-

sented, and Head's splendid article on "Personality and attitudes to science" and Small, Whyte and Kelly's on "Girls into science and technology" remind us of the importance of the human dimension.

With so many good things, it may seem carping to draw attention to the shortcomings. But the book seems difficult in various ways, perhaps the greatest of which is its lack of engagement with school science; it is strong on philosophy but weak on practical application. By stressing the unity of science it ignores the fact that most schools still have their science taught as separate sciences above the age of 14. By allowing a separate book for technology in schools it ignores the relationship of science and technology in the curriculum and the effects the new technological and vocational developments are having on science teachers, especially physics teachers. By stressing the sociological aspects of science studies it ignores pedagogical concerns, whether relating to types of practical work, or to the effect of assessment on teaching, or to the place of language in learning, or to the desirability of teaching the same type of science for all pupils. But such an extended agenda would no doubt necessitate another series of books.

Brian Woolnough

## Multinationals in South Africa

*Black and Gold: Tycoons, Revolutionaries and Apartheid*. By Anthony Sampson. Hodder & Stoughton £12.95. 340 pp. 9524 9.

Apartheid is "as much to do with people and their perceptions as with hard statistics" writes Anthony Sampson in *Black and Gold*, subtitled "Tycoons, Revolutionaries and Apartheid". In accordance with his belief, the author reports and discusses the views of some of those people who have actively participated in Apartheid. His emphasis is on the "tycoons" - or, less romantically, the senior executives of multinational corporations: revolutionaries do not loom large.

Three strands emerge from Anthony Sampson's reported conversations with the "tycoons": none of them is surprising. "South Africa is fantastically profitable," "South African capitalism is the greediest, the most acquisitive and the most shortsighted in the world," the Chief Executive of the South African Building Society told the author. Second, com-

pany concern about the morality of Apartheid is rhetoric. Morality has no department. Shell, now the specific target of the anti-apartheid movement in the UK, has a clear policy line: "We will always serve under the government whatever it is. There's one thing you must never ask a multinational to do, to choose." Third, companies operate in South Africa only with Pretoria's permission - and government contracts are an important source of profit.

The multinationals in South Africa have had the support - often tacit, sometimes active - of governments in their home countries. Anthony Sampson records some revealing anecdotes about the attitudes of the politicians on both sides of the Atlantic. For the most part their attitudes to Apartheid are captured by the author's comment: "Diplomats are always looking for glimmers of hope: they have to find a reason for doing nothing." So, as one Africanist remarked, "Pretoria has a special department to supply glimmers."

Short of a revolution, the only effective check on the behaviour of

multinationals is public opinion in their main markets. *Black and Gold* includes several success stories. For example, in 1973, the *Guardian's* reports, based on work by Adam Raphael which revealed that only three of the hundred UK companies in South Africa were paying wages above the Poverty Datum Line, brought strong public protest and resulted in companies raising their wages to black employees. Publicly the companies played down their relationship between their high profits in South Africa and low wages, but, at the same time, they were blaming low profitability in the UK on high wages. This is just one instance of the absence of logic underlying company rhetoric.

The increase in public protest in the Eighties seems to have seriously hurt the relationship between multinational and South Africa. Many column inches have been filled with sanctions debates; the "eminent persons" report and, more recently, the Barclays disconnection. These issues are all discussed in *Black and Gold* and set the scene for the author's rectorial predictions for the future role of multinationals in South Africa.

Anthony Sampson believes that the longer the West refuses to face up to the inevitability of black majority rule the more anti-capitalist the latter is likely to be. He is therefore, on the basis of anecdotes not analysed, advocates "corporate disobedience". He is a multinational of the white Pretoria government and asks these companies to act to dismantle Apartheid.

For foreign companies to relinquish their financial love-affair with Apartheid a complete rethink of their priorities is required, such that: long-term considerations over-ride short-term financial gain; 20th century liberalism guides their behaviour; Pretoria is defied. But the recent distancing of some multinationals does not seem to reflect any such shift in basic company policy, rather it is the symptoms of a basic fact of life - bankers and businessmen do not like uncertainty and instability. On the future of South Africa, Anthony Sampson acknowledges himself to be an optimist. He is also a romantic. One wonders whether his view has been changed by recent events.

Hilary Stonefoot

## Problèmes d'outre-mer

*Les Instituts - Enquête sur l'École Publique*. By Nicole Gauthier, Catherine Guilgon and Maurice A. Guilla. Les Éditions du Seuil (1986) 89 France. Obtainable from Heffers, 20 Trinity Street, Cambridge: £9.95.

Only in France perhaps would a serious study of teachers include a chapter entitled "Your children have no imaginations". And only in France, one might have heeded such advice in the early years of the century as are now. That is a theme of *Les Instituts*, that three out of four primary teachers today are women, seeking a manageable job rather than a demanding profession, without strong political commitment, ever less likely to be members of unions, with incomes that are often used merely to supplement those of comfortably-off middle class husbands.

Already, though, that is the kind of collective generalization that the alternative authors, Gauthier, Guilgon and Guilla, modify by quite frequent references to individual teachers. Sophie, Martine, Robert, Agnès and many more. Some love their work and some are bored to tears; some can barely cope, while others can scarcely be persuaded to leave the school at night. Indeed some have no choice, for surprisingly many still live in school accommodation, although the urge to escape from the watching eyes in small towns and villages to the freedom and anonymity of the cities is becoming increasingly desperate among the younger teachers. No longer segregated, from late childhood in monotechnic colleges they now pass the baccalauréat at school and spend two years at university before entering the profession, in a reform of *écoles normales*. The consequence is a loss of shared ideals and assumptions, and a taste for the conditions and rewards of other well-educated occupational groups.

Some aspects of the life of the *Instituteur* and *Institutrice* are clearly foreign: junior class size limited to 22, hours from 8.30am to 4.30pm on 22 four week days but also work on Saturdays mornings, a commitment by teachers to serve the state for at least eight years after qualifying, though not necessarily in schools, or to maintain a minimum moving up of children. But much sounder is a chorus of mutterings about falling standards and ill-conceived modern methods, and are constantly urged to pay proper attention to the very things that most of them pay most attention to already. The authors, educational journalists, informed and lively rather than analytical, present no sustained argument, have no clear point of view, but they do assert firmly that high standards in the past were a fantasy engendered by a society worried about its future, that there never was a golden age, that only villain is Jean-Pierre Chevènement, the Minister appointed in 1984, who headed a flight back into the past to the principles and aims of the 1880s.

Teachers in Britain are mentioned only once here. Likewise teachers in France do not figure strongly in any of our own reports and surveys. Given the proximity and the similarities, this is strange. *N'est-ce pas?*

Ian Doyle

*Aristotle*. By J. D. O. Evans. The Harvester Press £28.50. Professor Evans presents the major works in their contemporary settings, as the outcome of reflection up to Aristotle's Greek philosophers up to Aristotle's had dealt with. What interesting related modern conceptions are mentioned, showing Aristotle's thought to be still relevant. The book starts with a chapter dealing with the fundamental concepts of Aristotle's philosophy, and then goes on to deal with the various branches of his philosophy, such as metaphysics, ethics, politics, etc.

By implication Frank S. Pepper leads us to believe that he has read some 2,000 authors and has culled from them the essential *bons mots*. Certainly there is some good stuff here. Bernard Shaw comes top with 190 quotations - well, that of the windy Aldous Huxley's 96 is also good. The noble thought of political gentlemen draped over their desks is well represented by the words of Samuel Butler, who died in 1902, "I am a relation between man and woman was ripped by the design, to

## REFERENCE BOOKS

## Do, duo, dva, tveir, two...

John Butt on the frustrations and delights of comparative philology

*The World's Major Languages*. Edited by Bernard Comrie. Croom Helm £50. 0 7099 3423 X. A Guide to the World's Languages. Volume 1: Classification. By Merritt Ralston. Edward Arnold £40. 0 7131 6503 0.

Comparative philology is a fascinating subject, but as a habitual heavy user of expensive books about languages, I know that the addiction can severely damage the intellectual health. It is not a burdensome social handicap; nothing drives away the uninitiated like a conversation about ergativity in Dyak or vowel harmony in Saami (called by the profane "Lapp"). There are more substantial complaints to be made against philology, which is racked by controversies so intractable that one sometimes wonders whether all is well with the subject.

One complaint is that, for all that it often seems to address it, it cannot even begin to answer the really interesting question: what is the origin of human language and languages? Philologists cudgel their brains about such esoteric matters as the possible relationship between Japanese, Korean, Mongolian and Turkish, or the links between Hadza or Sandawe (spoken by isolated tribes in Tanzania) and the languages of the Kalahari Bushman, but even in the improbable event that these and numerous other in-trade quarrels are ever settled, what will we have learnt? Something about the language of Adam and Eve? Not at all. *Homo sapiens* has been around for at least 350,000 years, and for all we know has spoken languages that long; and perhaps his ancestors did for millennia before him. But we have no recorded text older than about 7,000 years in any language.

It is true that modern philology, thanks to the labours of experts like Joseph Greenberg and Merritt Ralston, has tentatively now reduced all but a handful of the planet's languages to 17-20 phyla, ie alleged families of language families united by tenuous and often hotly disputed links. But these phyla, even if they do regularly indicate common genetic origins, cannot be more than 10-15,000 years old. What of the thousands, perhaps hundreds of thousands of languages which must have arisen and vanished before then? We know nothing of them and never will. And even if it could be proved that all the languages now in existence have a common origin, would this prove that Genesis is true and language was born in one place? Not at all: we can never demonstrate that other languages did not once exist which were unrelated to any language known today, and this alone prevents us from ever accepting or rejecting any hypothesis about the monogenesis of language. In short, even at its speculative best philology illuminates only 10 per cent of the tip of an enormous, unobservable linguistic iceberg.

The second complaint is about the impersonality of language. Any tribe of humans, in the brief space of a few generations, can adopt any other human language as their own, whatever their colour, creed or lifestyle. The fact that peoples as diverse as Persians, Hindus, Greeks, Icelanders, Englishmen and Italians speak languages which are obviously descended

from a common parent (witness the word for "two" in each - *do, do, duo, dva, tveir, two*) therefore in itself tells us little specific about their pre-history, because languages, like fashions and plagues, no more respect frontiers than does the wind. This is not to claim that such knowledge is useless; merely that linguistic ties do not necessarily point to other kinds of relationship. For example, if it is true (as Ralston believes) that all the Amerindian languages except Eskimo-Aleut and Na Dene, which includes Navajo and Apache, are remotely related, this teaches us merely that about 20,000 years ago the Amerindians may have

been well understood. But we have no idea what motivates them because unlike Darwin, linguists know of no principle like the survival of the fittest which might provide a general explanation of such divergences. In other words, languages slowly drift apart but do not "evolve", and such aimless change is essentially uninteresting because it reflects no intellectual or mental process or progress in humankind. As the linguists often remind us, we have no evidence that any language now spoken is "easier" or more "advanced" than any other, or that the most ancient known languages in any way differed from modern English or Span-

ish in complexity or expressiveness. Why study changes that merely show how things stay the same? Such are the anxieties that trouble the addict after several nights of pleasure with these two interesting books. They reflect rather different approaches to the phenomenon of language. Comrie's is an intelligent layman's account of about 40 of the best-known languages. Its theme is essentially linguistic diversity - ie it sticks to the relatively safe ground of descriptive linguistics and ventures only gingerly and occasionally into the minefields of genetic classification. In minefields of genetic classification, it is almost too uncontroversial. It fact it is almost too uncontroversial. It devotes half of its 1,000 pages to pretty families of Indo-European languages, and its scholarly descriptions of German, French, English, Spanish, Italian and Russian will be dull fare for those who relish a more exotic diet of Miskito, Zhuang or Mordvin. But it is no coffee-table book: its accounts are scientific and rigorous, and the untrained reader may find it heavy going. Comrie insures himself extensively in the introduction against the charge of arbitrariness of selection, but it is still

curious that a work which discusses Pashto in detail describes no Amerindian languages, although Quechua has seven million speakers. Guaraní is virtually the national language of Paraguay, and Classical Nahuatl, the language of the Aztecs, has a large literary corpus.

Comrie notes that comparative philologists can be divided into "clumpers" and "splitters". Clumpers, eg Greenberg, see their task as reducing the world's languages to as few families or phyla as possible. Splitters, like Comrie, are less inclined to assume genetic relationships from the existence of a few shared basic roots or

the way languages have been grouped. Only very few languages are allowed to the "isolate" group, ie share the splendid distinction of having miraculously defied the clumpers' attempts to relate them to any other known language: such are Basque, Etruscan, Buroshaski (Northern Pakistan), Ket (Eastern USSR) and a few others.

But this is a controversial book which seems to take much for granted, and the catalogue seems to assume as proven points which are recognized as disputed in the all too compressed introductory chapters. Thus pp 117-119 admit that the relationship between Tanzanian Hadza and Sandawe and the Khoi-San (Bushman) family is totally denied by some reputable scholars, but the catalogue unreservedly lists the two as Khoi-San. Likewise "there is as yet no consensus on the validity of the Austric phylum", which relates Mon Khmer, Vietnamese and other less well-known languages, but the catalogue nevertheless clumps them all together in an "Austric" phylum.

There is, however, one apparent inconsistency in Ralston's list which seems to challenge not only its basis but perhaps the rationale of much "genetic" argument: the fact that pidgins and creoles are allocated to a separate category independent of the major "genetic" groups of languages. But why should they be thus branded as illegitimate? Consider this sentence, quoted by Comrie, in Tok Pisin, the semi-official language of Papua New Guinea: *sapos ol i karamapim bokis bilong yumi, orait bai yumi patim as bilong ol* "if (ie 'suppose') they ('all') cover our (ie 'belong you-me') box, then we'll spank them (ie 'fight him arse belong all')". This language, spoken by more people than speak Welsh, may seem ludicrous to us in the same way that Dante's Italian or Shakespeare's English might have scandalized Cicero or King Alfred, but it could well exemplify how thousands of new languages have arisen in the past from the mutual contact of alien languages. Every word in the sentence is plainly derived from English. The question then arises: is Tok Pisin an Indo-European language? If the answer is yes, then why does Ralston not classify it with Greek, English, Russian, Sanskrit and Latin? If the answer is silly or the answer no, then it seems to me that if we can't settle the genetic classification of a language whose vocabulary is transparently 80 per cent English, then we shouldn't make bold claims, as Greenberg and his disciples readily do, about the genetic relationship of languages, eg Quechua and Nahuatl or Japanese and Mongolian, which have at the most a few dozen root words in common.

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## REFERENCE BOOKS



"Main Street", 1968, by Mick Wooten - an illustration from *The College Handbook* by John and Joan Digby (Thames and Hudson £12.95).

## Basic Crockett

The *Cambridge Handbook of American Literature*. Edited by Jack Salzman. Cambridge University Press £15. 0.521 30703 1.

This is a brisk, well-presented reference book for the general reader but some of its editorial decisions are decidedly quixotic. The Declaration of Independence is properly included as a literary text; does the work of Oscar Wilde and Somerset Maugham really belong in the same context? Why choose Hammett and Chandler but not Ross Macdonald or Patricia Highsmith? Why Erica Jong but not Alison Lurie?

Jack Salzman's preface explains that he and his contributors, the staff of Columbia University College for American Cultural Studies, have tried to ensure that the 750 entries represent "a core list of those writers, works and movements of which some knowledge

is essential to all serious students". It is a pity that he did not set out his basic criteria for selection in more detail. It puzzles the reader to find an account of Melville's *The Fiver* but to search in vain for Isaac Bashevis Singer's *The Slave* - indeed, for any mention of Singer. If the editors consider him to be primarily a Yiddish writer they are making an odd judgement; his work is widely acclaimed, and nurtured as much by the American community as by the Poland he left in 1904.

Of course, such quibbles and contentions are part of the fun of rifling through any reference book covering a wide field. This one has a good select bibliography to remedy its inevitable shortcomings. It is strong on the early texts of the revolution, so many of them written by Puritan clergymen. It also sets out a chronological table of American history, providing easy checks and some poignant juxtapositions. *Catcher in the Rye* was published in 1951, just after the US had first entered Korea.

The entries themselves are well organized with cross references to those of the authors' major works given individual attention. I looked up two favourites at random to see how they had fared. Thornton Wilder's *Our Town* gets a better billing than his fascinating novel *The Bridge of San Luis Rey*, although both won him the Pulitzer Prize. I have no complaints about the treatment of Henry James (who, together with T.S. Eliot and W.H. Auden, is claimed for their side); the essay on his work is clear and scholarly and there is an excellent synopsis of *The Golden Bowl*. Occasionally, a hint of academic asperity creeps into the neutral prose. The entry I liked best begins with a certain laconic charm: "Crockett was born in Tennessee and received little more than basic schooling." Altogether, a lively and provocative survey and reasonably priced.

Judy Cooke

## Science World

General Editor: David Jollands

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## Redrawing the map

The *Concise Oxford Companion to American Literature*. By James D. Hart. Oxford University Press £19.50. 0 19 503982 3.

To plot the map of a culture is as difficult as to trace the true outline of a continent. Reputations wax and wane as a coast changes shape through erosion and accretion. One who has attempted this act of literary cartography for half a century is James D. Hart. Now his *Oxford Companion to American Literature* has been released in a "Concise" version. It's not quite a white dwarf, with all the original matter compacted into a super-dense volume. It's more like the culling of an over-prolific herd, with once acknowledged masters being clubbed over the ear and left for dead so as to make room for a new generation. The problem is that every now and then someone who deserves the club is deprived while new young bucks and even worthy adults occasionally get hit by the backswing.

So, still in the book are minor poets - such as David McCord, Rolfe Humphries, Paul Hayne - while nowhere to be found are such black writers as Theodore Ward, Alice Childress, Gwendolyn Bennett, Margaret Walker, Ed Bullins or Ossie Davis. We have John Cheever, as we should, but not his daughter Susan, whom we might. We have Philip Roth, as we must, but not Henry Roth (hardly a new name but important nonetheless), whom we could. We have Fisher Ames, the 18th-century almanac edi-

tor, but not Walter Abish, the late 20th-century novelist. Hart offers us an entry on F.O. Matthiessen, a crucial figure in literary criticism and cultural studies, but nothing on comparable contemporary critics. By the same token we will find entries on New Criticism and Stream of Consciousness but nothing on structuralism and deconstruction.

James D. Hart is also a touch witty about genre writing. He does offer a brief - very brief - entries on science fiction and the detective novel but no entries on Frank Herbert or Samuel Delany and nothing at all on George V. Higgins, recently chosen (perhaps a shade oddly) as one of the top 50 postwar American novelists by a panel of British academics, writers and reviewers.

And then there is the matter of judgement. It is not odd that in a concise edition of his book James D. Hart should give more space to Leland Wilson than to Arthur Miller and more than to the two greatest contemporary American playwrights (outside of Miller) put together, namely David Mamet and Sam Shepard?

But in the context of James Hart's contribution to the study of American literature and the general utility of his book these are perhaps little more than quibbles. Besides which, literary cartography is not a precise art. There are no satellite photographs or infrared scans. Where one person detects heat and light, the sharp edged outline of a continent, another sees nothing but a mass of clouds.

Chris Blighy

## MEGOGIGO

New Dictionary of American Slang. Edited by Robert L. Chapman. Macmillan Press £16.95. 0 333 44125 7.

The poet Walt Whitman called slang "an attempt of common humanity to escape from bald literalism and express itself illicitly". American speech was to be the Fool at the court of the Queen's English.

From Whitman onward, American novelists and poets have been obsessed with the imaginative possibilities of the vernacular. Mark Twain's greatest novel echoed very little of the school-room or printshop; later, Norman Mailer was to found a career (and a heavy price) on the belief that it was the common soldier's imaginative verbal obscenity that kept him sane.

The dictionary is most immediately and obviously of use to readers of American fiction and to flyers (qv) who hang around in jazz dives. How many British readers have in the past baulked at the likes of "cockamamie", "scuttlebutt", "diddy"? What - exactly - is a "rain-check"?

The main problem with a dictionary of this sort is an etymological one. A remarkable number of entries have to be given as origin unknown. Another problem is built-in obsolescence: quaint Cagneyisms like "gat" and "sap" are dignified by distance and Columbia Pictures but even Dr. Chapman's updates can't keep up to the fashion mark: "hip hop" and "slamming" are in but neither "house" nor "showing out" make it under the wire.

Brian Morton

## Selective entry

A dictionary of American and British Euphemisms. By R.W. Holder. Bath University Press £22.50. 0 86197 069 6.

This book was compiled by a businessman who travels widely in the British Isles and North America. While it includes some interesting information, this is outweighed by the intrusive presence of the author, whose facetious asides and subjective comments distract and annoy. The bulk of the entries seem to be from America, and deal with sex and bodily functions; social and political euphemisms are included reflect the author's own views; there are many Communist or Nazi expressions; but few current Western ones, and those are outdated. For in-

stance, the "peace women" are accused of using violence, but "peacekeepers" for missile, is absent. "Comprehensive" is defined as "offensive non-selective entry", but the personal comment which follows includes the allegation that 46 per cent of children leaving comprehensive schools in 1981 were unable to read or write.

No linguist, the author interprets "euphemism" loosely as well as subjectively. Words such as "toller" which have euphemistic origins, are described thus: "Properly a towel. There are evidence given as to insufficient usage. A book for the currency nerds, but definitely not the school library."

Bue Lloyd

## Proofs of sanctity

By John Whale

The *Oxford Dictionary of Saints*. Second edition. By David Hugh Farmer. Oxford University Press £15.00. 0 19 50149 1. £5.95. 282038 9.

St Brigid (Ireland, 6th century) could turn her bathwater into beer: she served it to unexpected clerical visitors. A novice who borrowed a psalter from St Antony of Padua (Italy, 13th century) without his leave was terrified by an apparition into returning it: St Antony's help has been sought ever since in finding things people have lost. St Joseph of Cupertino (Italy, 17th century) the patron saint of air travellers and astronauts because he could levitate. The father of St Wilgevois (Portugal, legendary) wanted her to marry the King of Sicily; but since she had taken a vow of virginity, she put the king off by growing a beard and a moustache.

To judge from the new edition of *The Oxford Dictionary of Saints*, it is this kind of thing that is the stuff of sainthood. The book first appeared in 1978. David Hugh Farmer, a Benedictine monk turned reader in history at Reading, has gathered into it all the saints of all saints of any origin who have had a church or a town or a day named after them in England, and all the main saints from the rest of the British Isles. Most of these people are wonder-workers who have become channels or enablers of prayer.

That is of course only one of the senses in which the term "saint" has been commonly used. In the New Testament, the word is never found in the singular. Saints were simply Christians. That meaning survives in hymns alluding to Charles Wesley's "L at saints on earth in concert sing. With those whose work is done", for example. And there remains the ordinary usage whereby a saint is someone of peculiar moral excellence.

But moral excellence is not the

ticket of admission to a dictionary of saints. A good many of the early saints were kings, doing a job where moral excellence was a luxury. Part of the reputation for holiness enjoyed by St Edward the Confessor (England, 11th century) was based on nothing more than the belief that he refused to go to bed with his wife. (Sexual abstinence was disproportionately admired.) The moral excellence of several other saints consisted only in dying well: St Pancras (Italy, 4th century) had little time for anything else since he was martyred at 14. As for just living a Christian life, there was no question of that counting. The root of the matter was miracles, achieved either in life or later.

Miracles were early regarded as a sufficient proof of sanctity; by the early Middle Ages they had become a necessary proof. The reasoning was clear enough. Cities wanted the local saint authenticated, to increase the prestige and revenue of the local shrine. The weightiest seal of approval was the papacy's. Papal officials needed evidence. Miracles, especially miraculous cures logged at the shrine, were the nearest thing.

The procedure persists to this day. If Cardinal Newman ever becomes St John Henry Newman, it will be because two miracles can be credited to him. The rule has its own logic. Miracles imply the securing of divine intervention. The candidate scores a pass at S level only if the Chief Examiner is in active agreement.

The tests were sometimes less rigorous than they are now. The principal claim to fame of St Swithun (England, 9th century) is that when his remains were moved long after his death into Winchester Cathedral, there was a notably heavy downpour; whence, somehow, the persistent belief that rain on that removal date in mid-July entails rain on the next 40 days as well. Most miracles are in the mind of those who experience them.

## Trivial Pursuits for monks

A Calendar of Saints. By James Bealey. Orbis £12.95. 85613 781 2.

Dictionary of Christian Lore and Legend. By J.C.J. Metford. Thames and Hudson £6.95. 500 27373 1.

Sacred Holy Places. By Rivka Gonen. A and C Black £11.95. 7136 2872 3.

A Companion Guide to Bible Quotations. By Kenneth and Valerie McLeish. Longman £12.95. 582 55573 6.

These four handsome religious reference books might seem to be lobbed at the same general target: anyone into religion. In practice, they are suited to very much more precise audiences.

While one seems primarily for art historians with little religious background, another is a guidebook for anyone on a Mediterranean cruise putting into Israeli (but not Arab) ports and a third might be destined for the coffee tables of the more affluent Roman presbyteries.

The latter is the sumptuous *A Calendar of Saints*. Illustrated in full colour and arranged according to their special days throughout the year, are saints from every walk of life. Thus the saint for today (May 22) is the less than widely known St Humility. Turned off by her husband's frivolity (he was called Ugoletto), she insisted on being bricked up in a cell. Through the wall she watched services in the church of St Apollinaris and also received a diet of bread, herbs and (presumably, fizzy) water. She lived till she was 80.

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It had to happen, but in the event it's rather good: Exploring the West Country: A Woman's Guide (Virago £5.95) takes the traveller through scenic towns and neglected graveyards to reveal a rich mine of historic testimony to some 200 female writers, painters, gardeners, saints, smugglers, funeral witches, murderers and maids. Jennifer Clarke and photographer Joanna Parkin maintain a briskly informative style. Left, a bust of Florence Wyndham in St Decuman's Church, Watchet. Lady Wyndham's claim to fame lay in her rising from the dead after her premature funeral following her putative death in childbirth.

## Tripping

Family Favourites: Your Holiday Guide (Corgi £4.95. 0552 12733 7). In their new guide, travel writers Robin Dewhurst and Gillian Thomas have covered every conceivable type of family at home and abroad, from the traditional caravan holiday in Britain to touring with a motorcar in California, from the Holiday Centre in Ayer to the Club Méditerranée and from riding in the Borders to a safari in Kenya. There are holidays to suit all tastes and price ranges.

Each entry is accompanied by an honest review of their holiday by a particular family. This is where you get a realistic view of the pros and cons of the trip. There is also a "package" of basic information such as price, details of accommodation, tour operators and travel arrangements. The sections on holidays for families with a disabled

child, holidays for children on their own and holidays for the one parent family are particularly praiseworthy. The Complete Activity Guide. By Angela Hollett and Penelope Gaine (Piatkus £4.95. 0 86188 622 4). The ideal age to start bell-ringing is about 12 years - any younger, you risk being swept off your feet. The minimum age to start motorcross is six. Gymnastics should commence at six or seven: rugby league takes them at eight. The Activity Guide proves that there is a lot more to do in the school holidays than watch the omnibus edition of *EastEnders*. It provides full information on sports clubs, activities, fund-raising organizations and ideas for outings. Even the dog will not feel left out: details of the National Dog Owners' Association mean that there is no longer any excuse for not dragging him along to the local obedience training classes. After all, there's nothing like starting young.

Eleanor Caldwell

## Ms world

Women in the World, An International Atlas. By Joni Seager and Ann Olson. Pan £7.95 (paper). 0 330 29193 9. Pluto Press £14.95 (hardback).

According to its publishers, *Women in the World* is the first atlas of its kind. It is certainly comprehensive: 40 lavishly illustrated and brightly coloured sections present information on everything from the availability of contraception across the world to the percentage of women in the labour forces of different nations.

As you might expect, much of it makes grim reading. The book reveals that female circumcision has been documented in over 30 countries; there are 15 central African countries in which over half the female population has been mutilated in this way. But the West is not as civilized as we like to think - in 1984, 95,000 American women underwent surgery just to increase the size of their breasts. Another 21,000 had "tummy tucks".

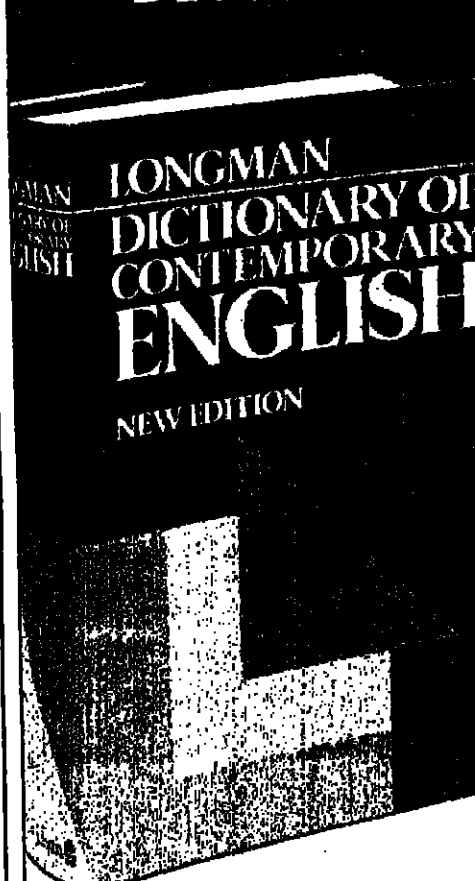
These statistics are not surprising when, on another page, you find the beauty business mapped out for you. The authors list 18 national beauty contests in the US, including Miss Nude America. Virtually every country in South America, and several in Asia, has participants in either the Miss World or Miss Universe contests.

Other pages detail women's lack of progress where it really matters. Women are heads of state in only five countries, and make up fewer than 5 per cent of representatives in national legislatures.

*Women in the World* is an appealing idea, imaginatively executed. My only complaint, and I'm afraid it's a major one, is that it lacks detailed references to the sources of its information. A set of notes to the maps appears at the back of the book; these tend to consist of vague references such as "New Internationalist, various issues". For anyone who wants to find an exact source, these notes offer very little help indeed.

Joan Smith

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## REFERENCE BOOKS



"WHEN THINGS AREN'T GOING WELL" - a whimsical, but not inappropriate illustration to A Practical Manual for Job-Hunters and Career-Changers by Richard Nelson Dolles (Aldrich Book Company £6.95). This American bestseller is based on the sensible premise that "you can't decide what you want from a job until you're clear on what you want from life".

## Sense and sensibility

Collins Cobuild English Language Dictionary. Editor-in-Chief Professor John Sinclair. Collins £12.95. 0 00 375021 3.

Collins Cobuild English Dictionary is the product of a seven-year language research project at Birmingham University headed by Professor John Sinclair and it must be said at the outset that it represents a singular and fine achievement. As Professor Sinclair hints in his preface, it is the sort of dictionary that Dr Johnson might have written if he had had a computer to hand.

Like Johnson, the authors draw on contemporary texts to show how words are used in typical grammatical contexts, believing that words can only "mean" in relation to patterns of other words and that the definition of signification in a linguistic vacuum is prescriptive and misleading. Their explanations, then, "do not say, 'This is how the word is used', but rather, 'This will help you to understand the sense'". This implies not only contextualization but also reference to the performative or rhetorical functions of language (what words "do", not what they "mean") and to their social milieu, so that some words come with contra-indications if they are of sexist or racist provenance, for example, or have such connotations. The authors do not regard as unwarranted authoritarianism on their part but only as a guide to the danger implicit in some current usages. Clearly the balance between prescription and description goes to the heart of writing dictionaries and Professor Sinclair admits to a certain conservatism in this regard.

Unlike Johnson, however, the research team had at their disposal a vast computer into which they could punch over 20 million words culled from a wide variety of recent texts, and which they could programme to elicit 70,000 of the commonest in terms of frequency in the ordinary spoken and written language. A central strength of the dictionary is that it focuses on the

concrete core of English, dispensing with obsolete words or rare usages in order to concentrate on those basic to the language and the patterns that can most normally be expected to embrace them. The definite article, then, is followed by 19 explanatory entries designed to exemplify its functions in the English sentence: the indefinite article comes replete with 11, and the verb "go" has 41 with a further 3 pages of related phrasal verb usages including single-verb synonym illustrations. For foreign learners and their teachers, who are consistently stumped by these seemingly innocuous words, however sophisticated they may be, this is a valuable resource indeed.

A distinctive feature of the book is the "Extra Column" which runs down the page alongside each entry and which Professor Sinclair goes to some pains to explain. The column offers grammatical notes (word class and syntactic uses) next to each word for the benefit of more advanced students and their teachers, but these notes are not intended to constitute a separate grammar within the volume or to define how words might be used theoretically in sentence patterns, as most grammar books do. They relate only to the words they help explain and they refer only to patterns that do occur with significant frequency in the language. The reason they are not included in the central text is that there they would detract from uncluttered accessibility to understanding. In this sense, the Extra Column adds a unique feature to the dictionary, producing a subtle blend between lexical and grammatical meanings and usages.

As for the words themselves, they are of the common and concrete variety for the most part, the authors having eschewed from their work the majority of technical or esoteric words, unless they could be shown to be in daily currency in the UK. For the same reason, unusual usages from North America and other homes of the English language and many foreign words are also omitted. On this basis, you will find "drugstore" and "Jello",

but not "heist", and "enema" and "angst", but not "Weltschmerz" or "Schadenfreude". You will also, delightfully, find "mingle", although, sadly, not "nesh". Abbreviations and Latin tags ("per se", for example) are included in the central text, according to their frequency. The explanations and the contexts (over 90,000) that illustrate them are of the plain and straightforward kind, as is the general presentation, which omits the majority of standard dictionary conventions and etymologies on the grounds that over-elaboration can lead to unnecessary confusion. The International Phonetic Alphabet is used as a guide to standard RP pronunciation and some grammatical symbols, explained in a separate key, are included in connection with the Extra Column.

The dictionary will not help those with specialist interests or people struggling to solve those cryptic crossword puzzles that include the very words Professor Sinclair excludes. However, there can be no doubt that it will become an essential reference for learners of English as a foreign, second or bi-lingual language at all stages as well as native English schoolchildren and others who need to be concerned with the common core language. As Professor Sinclair points out, the dictionary is not just a collection of fresh information, but also a detailed compilation of entries which will help "to confirm what you already thought was likely", especially where usage has become so unconscious as to be no longer identifiable in the speaker's own mind: a sort of "Everything You Want To Know About English But Never Dared Ask".

It is a pity that the dust-jacket of the scholarly work should bear the legend "Helping Learners With Real English" beneath the title, as if English were akin to certain types of oil, but publishers have markers in mind, after all, and this book seems sure to reap the presumably high investment made in it.

Paddy Bostock

## Crossword aide-mémoire

Chambers 20th-Century Thesaurus Chambers £8.50. 0 550 10559 X.

One of the delights of this book is its bluntness: there is no literary finesse in its pragmatic (business-like, efficient, factual, practical, utilitarian) introduction and contents. This is hard-headed stuff aimed at those with little Latin and less Greek and none the worse for that. "Whereas," it opines, "an ordinary (ordinary) dictionary gives the meanings of a word, a thesaurus (lexicon, repository, synonymicon - dictionary) supplies alternatives (a misuse of pedants will dislike it for it)."

There are 18,000 of the "commonest", most synonym-rich words in the language; not a vast vocabulary, perhaps, but Shakespeare and certainly Homer would nod approvingly. The claim that "its special advantage is that

it draws on the resources of Chambers 20th-Century Dictionary" is of comparative value only, and a bit of trumpet-blowing or puffery (neither included though "hype" is by a valuable but second-division dictionary).

But what words can one use about a 20th-century thesaurus that are not contained therein? Proposition, for one, which appears twice in *Rogers* but not in this brass (assuming, assured, audacious, cocky etc) compendium, a great-grandparent's descendant of Peter Mark Rogers's original.

*Chambers* (no possessive) 20th-Century Thesaurus has, usefully, the chemical elements, but no symbols for them, which even Webster's *Collegiate Dictionary* lists. It is, however, encyclopaedic (all-embracing, broad, comprehensive, universal, wide-ranging) though only the first and fourth of these are strictly synonymous - co-extensive, comparable, equivalent, similar, tantamount) in its coverage of fabrics, coins, foods, dances, drinks,

clothing and so on (all contained in a splendid top-hole appendix). It lists dogs and cattle breeds but is silent on birds and vegetables (no shrieking wonder here), whereas *Rogers* has the latter from greens to truffle and gives dozens of avian types from apteryx to vulture. *Chambers* doesn't include "vulture" as a synonym for robber; *Rogers* lists it under "cleaver", "tyrant" and "glutton".

User-friendly (not included - not a "database", used in the blurb), it discards *Rogers*'s 990 heads and tails and there are no classifications to be learnt or memorised by frequent use. Handsomely produced, the book is unashamedly an aide-mémoire (given in *Rogers* only) to word-gamers and crossword solvers. As such - and it claims little more - it is useful, convenient, effective, helpful, practical, serviceable and worthwhile.

Barry Cole

## Looks familiar

A Guide to Old English. Revised with prose and verse texts and glossary by Bruce Mitchell and Fred C Robinson. Blackwell £24.50. 0 631 13624 X £8.50. 13625 8.

Looking at a page of Old English is like looking at an old family photograph where the actual faces are not recognisable but the family lineaments unmistakable. Unlike Chaucer, who emphatically doesn't, Old English does require translation and thus an immersion in such un-English things as declensions and conjugations.

Two generations of Old English scholars have already been weaned on "Mitchell". The Guide - sans texts - first appeared in 1964 as a basic primer. It has now reached a fourth edition and implements reprinting and

has grown to twice its original size with the inclusion of a sizeable body of "Anglo-Saxon" (as it used to be called) prose and verse.

Now that it is no longer universally compulsory in university English degrees, Old English has to work harder for adherents. Fortunately, both language and literature are their own best advertisement. "Thorn", "aesc" and "eth" are probably the user-friendliest and most euphoniously-named letters this side of Ancient Greek. *Beowulf* has all the fast-food appeal of Marvel Comics and *The A-Team* and sufficient cultural subtlety to quash any notion that Anglo-Saxon England was a heathen bog on the verges of the civilized world. (That came later.) There are, though, even better things. *Beowulf*'s shadow, *The Battle of Maldon*, *The Dream of the Rood*, *The*

*Ruin*, *The Wanderer* and *The Seafarer*, all excerpted or given in full by Mitchell and Robinson.

Sceptics should look first at Ezra Pound's celebrated translation of *The Seafarer* - "Dread all this excellence, delights unobtainable / Weariest the wight, but the world holdeth / Tomb hideth trouble. The blade is layed low / Earthly glory ageth and seareth" - and then turn to the original:

Gedreore is þen dagað eol, dremas and gretas, wunnað þa wætern, and þa weold heaðað, heaðað þa bið biðað. Blæd is gehwæð, ceorpan indryðra eadlæd and eadlæd. English poetry begins here and its cadences are still with us, like master-larks passed on direct from grandfather to grandson. Brian Morton

## Fine feather

Longman World Guide to Birds. Edited by P Whitfield. Longman £12.95. 0 582 89354 2. Birds of Britain and Europe. By C Perrins. Collins £6.95. 0 00 219769 3. Wild Flowers of Britain and Northern Europe. By A Fitter. Collins £6.95. 0 00 219777 4.

There are at least two major groupings of reference books. Both generally with several sub-categories. There are works which one picks up on those occasions when one wants to know something, or check what one thinks one knows. They are essential in any library, public or personal, but they can rest untouched for lengthy periods. But there are also titles which are constantly in use because of their intrinsic interest, which are read for pleasure as well as information, and which appeal by their presentation and competence.

Each of this trio falls into this latter set. Their layout (organization of text, illustrative illustrations, selection of material and so on) is commendable. Their authority is reliable and, overall, they satisfy most readers' criteria.

The Longman guide has large page plates in remarkably accurate colour. Many of us will have seen the majority of the birds only in zoological aviaries; some perhaps will not have been seen alive at all. Indeed, one is lucky to have more than a fleeting glimpse in the wild of even such well-known birds as the haggard or golden eagle, although they are not as rare in Britain as is sometimes supposed.

With nearly 10,000 species worldwide, it is clearly outside the compass of any one book to deal with everything. The guide, however, by concentrating on families, deals with some 600 birds. Each is illustrated and carries a text with details of names (common and scientific), size, habits and habitat, and general characteristics.



*Exocnemis gentianaceae* - an illustration from *The RHS Encyclopedia of House Plants* by Kenneth A Beckett (Century £19.95). Everything to do with identification, care and propagation is included in this authoritative tome.

There is also an indication when species are endangered to nearly the point of extinction, or are vulnerable because of diminishing numbers. The implicit plea for protection and conservation deserves support.

The plan occurs also in the corresponding book from Collins. This is one of a pair introducing a series of New Generation Guides edited by David Attenborough. It contains more detailed factual matter than the Longman guide, and very many more pictures, if on a smaller scale.

Nearly half of the book covers a directory of species, including all those who breed in Europe, or visit in reasonable numbers. The plates show the birds at various stages of their development and in different seasons. Data on appearance, voice, eggs and

of course, habit and habitat are on facing pages. Then there are chapters on such features as health and natural selection, and a major section on the life of a bird, with birth, migration, breeding, nesting and ecology only a few of the themes.

This is quite first-class and the whole is a bargain. The same can be said of the companion guide to wild flowers. Again there is a directory section with details of appearance and characteristics, range and habitat of over 1,400 species. This is associated with a natural history of the flower kingdom. Identification and understanding go hand-in-hand in a work which falls easily among the best of its genre.

F W Kellaway

## New wave

The Times Atlas of the Oceans. Edited by Alastair Couper. Times Books £19.95. 0 7230 0246 0

Seventy per cent of the surface of the globe is covered by the salty and unpredictable ocean depths. The newly revised *Times Atlas of the Oceans* surveys the practical side of our interaction with the sea - mapping, measuring, exploitation and conservation. This is a huge range, and one of increasing interest to supplement or replace the scarce resources of terra firma.

The ocean is a potential source of renewable energy. Wave energy may now be a lost cause in this country, although the Norwegians have a trial plant which may scale up economically. Tidal barrages, which generate power from the difference in level between high and low tides in river mouths, already operate and we could see one in the Severn estuary before long. Harvesting wild fish on an industrial scale seems invariably to deplete stocks to dangerously low levels, so the way forward will be to use the shoreline as a nursery for fish and shellfish of suitable species.

A significant scientific development is the mapping of the ocean floor that has provided detailed evidence about continental drift. The data have been obtained from sonar soundings and satellite photography, a contributor also to meteorology, which is inseparable from the study of the oceans.

The *Atlas* surveys the above material and far more, with a gull's-eye view of the whole of oceanology. It is a miracle of condensation, using every known device of graphical representation and inventing quite a few new ones. As a reissue of a 1983 publication, it is based on references now at least four years old. The offshore oil figures refer to fields in production in the Severn and the present position is radically different. The major part of the reported work is still valid, especially as a base for further reading.

It is a pity that the book is not more widely available. It is a pity that the authors found it necessary to

## Rare blooms

A Concise Guide to the Flowers of Britain and Europe. By Oleg Polunin. Oxford University Press £6.95. 0 19 217630 7.

Flowers of Greece and the Balkans: a Field Guide. By Oleg Polunin. Oxford University Press £12.95. 0 19 281998 4.

The *Flowers of Britain and Europe* is a slightly changed but welcome reprint of a work designed to help the non-scientific layman to enjoy and identify some 1,080 flowering wild European plants. The text is arranged according to plant types and flower colours, botanical terms are kept to a minimum, though there is a useful illustrated glossary of such terms for those seeking deeper knowledge. Identification is aided by excellent coloured photographs, and by symbols showing the flower form, habitat and geographical distribution of each plant.

Moving from the general to the particular, *The Flowers of Greece* is a splendidly produced book for the

trained botanist as well the observant traveller and geologist. In an area possessing so many endemic species, the links between geology, climate, and flora and vegetation are continually stressed, in suggestions made on plant hunting expeditions to a variety of regions fascinatingly described and illustrated in a lengthy Introduction. Outstanding among these are Crete, with its deep gorges and 1,600 plants, Mount Olympus, home of 22 unique species, and the National Parks of Macedonia, some of the finest in Europe. The heart of the book, though, lies in the section identifying almost 3,000 species, with full botanical details, including the Latin and, where possible, the English name for each one. Coloured photographs of 483 of the species mentioned are an additional aid to identification, supported as well by a comprehensive bibliography.

In each of these excellent books stress is properly laid on care for the environment and on the importance of protection for rare plants. In this connection, Greece is compared unfavourably with other Balkan countries in that she has no clear policy on conservation, and that ubiquitous over-grazing by sheep and goats endangers many rare species. It is to be hoped that ancient wisdom will reassert itself before it is too late.

Eric Church

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## Television

## Collaborating with the enemy

We are so accustomed to ethical, political and social problems being depicted in images of violent conflict, that the terms we use may not be perceived as metaphorical. The participants in *War on Drugs* (ITV, May 11, 12 and 13) differed according to the mental categories within which they framed the question. "This is a war on drugs," moderator Geoffrey Robertson commented. "Isn't Allan Parry collaborating with the enemy?" Parry, who, as *Drugs Training Director* with Mersey Health Authority, ought to be in the front line, not only denied the charge of treason, but implicitly rejected the concept on which it was based.

The majority seemed to agree with him. The three programmes, and the *World in Action* report (ITV, May 11) which led into them, supported a new approach to the problem of addiction. Officially, the policy up to now has been one modelled on that in the United States, based on combating an invasion, with the law as its main weapon. Questioning the assumption that experience in the campaign necessarily meant American methods were correct (the experience has, after all, been gained because of a dramatic rise in drug abuse), *World in Action* claimed that emphasis on prohibition created a sub-culture which actually attracted some people to using drugs and made it more difficult for them to stop. Most participants in *War on Drugs* also favoured a tolerant approach aimed at minimizing the damage addicts might do to themselves, offering them truths rather than propaganda and keeping them away from pushers of adulterated goods.

Given a siege mentality on the problem, such proposals are controversial: *War on Drugs* has been criticized in the press and on *Right to Reply* (Channel 4, May 16), chiefly for its brief and inadequate treatment of drug snuffing (the programmes were concerned primarily with heroin abuse). But the presentation was designed to avoid controversy, by bringing the participants together around a horseshoe of tables, with the moderator leading the discussion from the centre. They were offered a series of hypothetical situations to develop the themes of how governments should deal with drug smugglers and how the authorities should deal with pushers. This form of presentation allows participants to speak freely, because they are concerned with hypotheses, and the moderator to introduce *Candy Floss*, an inhabitant of the Derek Hatton estate in Scarborough, or the country of Xanadu, ruled by President

Kubla Khan.

It was not only the names that made the audience laugh. Drug addiction is a subject of grim humour, precisely because what addicts do to themselves is so intrinsically unfunny and because flouting laws which are intended to protect you from yourself is a bit of a joke. "... bit of a crack, bit of a giggle; that's how we get by, isn't it?" a character on *Lost Belongings* (ITV, May 12) remarked bitterly, in another context. The laid-back presentation of the three programmes and the use of language that could imply condoning the drug sub-culture, provoked further complaint.

The programmes and those who took part were far from irresponsible, as it happens, treating addicts not as fifth-columnists, but as victims of complicated social problems who need help, primarily for their own protection. The second programme, involving diplomats and ex-employees of other agencies (eg the CIA), was the least successful: here, the hypothetical scenario was less plausible and "realistic" compromises came across as detached cynicism.

No politics, Channel 4 promised, on its Wednesday Comment (May 13), for the duration: instead a strictly impartial, though not necessarily unbiased, discussion of the privatization of the Electricity Board. So, in the same non-controversial, non-political spirit, reflect on the character of Bunter which, according to a conversation overheard in a Greenwich bookshop, is the chief fault in BBC's *Dorothy L Sayers Mystery* (Wednesdays): "suppose no one knows any longer how servants ought to speak." Isn't it reassuring that in Greenwich, at least, they still do?

Central's *The Cutting Edge* (ITV, from May 11) promises to be a fascinating series on research scientists in Oxford. It started with Dr Peter Rolfe, ex-pop singer turned bio-engineer, who has developed techniques for reducing infant mortality, particularly for communities in the Third World. The film explained the nature of the work and made it seem an appealing alternative to the music business.

Another doctor in foreign parts featured on Alan Whicker's apparently endless series about Britons Living with Uncle Sam (BBC1, May 15): the squatter on a British hospital (that, I suppose, is strictly for the patients). Born in the USA? No, just trained on the NHS; and, talking of Bruce Springsteen, it appears he is "the Greatest Live Attraction in the World" (Glory Days, BBC2, May 12). Some distinction. Some world.

Robin Buss



Steve Pallett at work on a self portrait

## Sight through touch

Facial expressions of human emotion are displayed in dramatic juxtaposition at the extraordinary Faces Touch and See exhibition which has just opened at the New Walk Museum, Leicester. Extraordinary because some of the most telling work was produced by blind sculpture students who have never seen a face. That it is possible to touch some of the work adds a dimension that is too rarely available.

The display ranges from the work of these students to heads from the hands of Epstein, Rembrandt, Moore, from unknown mask makers of Africa and the ancient East, simple carvings from Poland to the sophisticated sculpture of Rome. It owes its origin to a demand from a blind student on a course for the visually handicapped pioneered by Rachel Sullivan at Leicester University's adult education department. He wanted to know what he looked like and how his face reflected his feelings.

The results can be most clearly seen in a series of masks expressing misery, happiness, horror and anger. It is tempting to let the eyes rest on the sensitive and accomplished work of Steve Pallett in the top row but it is

worth standing a little to let the achievement of the others sink in, then to step right back across the room to see the flicker of life in that top row. Alongside Epstein's "Weeping Woman" and Karl Höfer's "Head of Man" this work is not out of place. These echoes and contrasts are to be observed throughout the exhibition.

To be able to touch some of these exhibits is a revelation on two levels. First, the complexity of working without sight. Second, the enhancement of understanding; in one case to use the eyes alone is not enough, the solution is to shut off sight and use the hands.

The sensitive juxtapositioning of this exhibition demonstrates clearly that blind art should not be excluded from artistic expression, that they are as capable of "seeing" as others, that their work can stand on its own without apology. This, then, is an exhibition of heads, how they have been seen and recorded by artists through the ages. It is not a display of blind art; any such suggestion would be inaccurate and patronizing.

Owen Surridge



Historian and erstwhile children's writer Gillian Avery spoke last week of her decision not to write again for children, after the publication of her last children's novel in 1979. Since the Fifties the "rules" of writing for children had changed to such an extent that now she preferred to write only for adults.

In the 10th Annual Woodfield Lecture on Children's Literature, delivered at Loughborough University, she likened the "prudence and prudishness" of today's censorious and "strong streak of intolerance" to the "found in 17th-century Puritan books for children. Ms Avery talked widely across the spectrum of children's reading and writing, children's books

and noted how people of her generation had their childhood reading less directed by adults than in any other period.

Some of today's critics were similar to Sarah Trimmer - whose repressive early 19th-century reviewing magazine, *The Guardian of Education*, was aimed at the "late-Georgian equivalent of the maelstrom". To analyse modern critical approaches we needed a better understanding of the social context of children's book publishing: serious academic study of the children's literature of the past was essential. The collections of historical children's books which make this possible have been undervalued, although not in the US, where much of our early material has gone. In the appeal on Opie collection Ms Avery saw a unique opportunity to develop the scholarship of past children's literature, and an understanding of the present.

Margaret Kilnell

## Radio

## Everyday story of towering genius

"Mary is to stand there in an ecstasy of passion," announces William Wordsworth of his betrothed. "I could do that!" volunteers his put-upon sister, Dorothy. She, alas, is doomed to a life of domestic drudgery, devotion and dictation, desperately trying to ensure the smooth running of Vole Cottage and to confine to her diary the anguish she feels now another woman has entered her brother's life.

Devotees of The Wordsworths of Gorsemere will need little encouragement to seek out the new series (Radio 4, Saturdays 11pm; Fridays 12.2pm). We were introduced to this everyday story of towering genius two years ago. Now we can again follow the passions of this literary soap. William (Geoffrey Whitehead) is still craggy and unimaginative, allowing his almost silent Mary and the voluble Dorothy (a wondrous comic creation by Denise Coffey) in fawn at his feet. "You can have a knee each," Meanwhile, Simon Callow goes spectacularly over the top in every sense as Samuel Taylor Coleridge, yearning for "the redoubt of Goatshead Pass" and supping from his little brown bottle.

This latter passion is shared by the diminutive Thomas de Quinze ("most serviceable for stirring the jam") who invites himself to stay and to hero-worship William. If episode one of the new series had its occasional longeurs, the second (tomorrow) is high literary farce. Coleridge is now out of favour with William and hidden beneath Dorothy's skirts; William and Mary are wed, the cock that was to have been lunch escapee, which induces Coleridge as a would-be wedding guest to have nightmares it is chained about his neck. Stinking Iris, the maid, captures a passing owl as a replacement. Happily it too escapes. Unhappily, without its feathers and gills.

The series is decorated with music by Stephen Oliver (sung by Cantabile) and tempestuous sound effects. Jonathan James-Moore's productions are well worth hearing in stereo and the inventive scripts are by one of the new generation of comic women writers, Sue Limb. There are moments when you feel her portrayal of dry old William and his acolyte might not just be fun but a splendid critique of the Leavisite tradition. Ms Limb read English at Cambridge. In future episodes she confronts the Wordsworths with William Blake, John Keats and Sir Walter Scott.

On Saturday nights, the show is followed by another spoof, *The Party Party*. Set in 1993, it has two potentially very funny bits, as yet disparate targets. One is political (and timely). The public has tired of the established parties and voted in the "loony" candidates - ranging from a pantomime horse (returned by Smeagol North constituency) to the party leader, the Rt Hon Action Man who is joined by Rory Bremner and quite separately, a group of deliberately stereotyped characters sit around a pub waiting for a sit com to begin, asking each other why they have to go through a tedious process of character development.

Ally Alliteration, a trawling character, attempts to find the pub. A passer-by in this radio drama tells him, "Go up to the end of the street. Your footsteps will fade away. There'll be a short pause. They'll come back - and you're standing outside it."

A highlight of the coming week is on Monday when Radio 4 presents a Berlin evening. It begins with a documentary about the city by Jack Higgins, Willie Rushmore explores its railways, *Kaleidoscope* takes a look at the festival that is celebrating its 75th anniversary and the evening closes with a history of Berliner cabaret.

David Self

## A new elite

Roosevelt's Children. By Edward Mortimer. Hamish Hamilton £12.95. 0 241 12021 7. Roosevelt's Children. Channel 4, 4 Saturdays from 23 May, 7.30-8.30pm.

Edward Mortimer's ambitious book and television series are, on one level, a portrait of a generation - his own generation, born during or just after the Second World War, who are now reaching supreme positions of power all over the globe. They disagree about many issues, yet they all have one thing in common: they have grown up accepting the basic structures of the post-war world as a fact of life.

The first section of the book recounts a few anecdotes about Mortimer's own early political development and shows how the things we take for granted - the United Nations and the IMF, NATO and the division of Europe - were in reality the product of compromise and improvisation in the hectic late 1940s. Mortimer's contemporaries include many who are deeply unsympathetic to the public sector; when they look back on "the stable and hopeful world of their adolescence", he suggests, they often forget how much it was "the product of deliberate state intervention and international co-operation".

This leads into a section on the major events which put a strain on the system in the 1960s and 1970s: the intervention and then retreat in Vietnam ("Democracies are not willing to tolerate their children being killed slowly - it's not just the age of television, it's the nature of democracy"), a Congressional memorandum on the rise of Japan, the oil price explosion, and so on. Finally, the book considers where we are now, with a slump in the world economy and fresh difficulties in both East-West and North-South relations making optimism impossible for everyone except the most blinkered Reaganites.

The book is largely made up of quotations from commentators and prominent politicians, but the series goes even further by using only a man of interviews and archive film (including a hilarious American 1950 civil defence film, tunelessly advising citizens to "Duck and Cover" when they see the A bomb approaching). We are made well aware of the complexity of the issues involved and the variety of different viewpoints but are offered no cut-and-dried answers. The technique also calls repeated attention to the emotional factors in politics and sometimes makes it all seem like a long tale of disillusionment: American disappointment with the UN they had largely founded; Carter's surprise at the lack of Soviet moderation in the era of détente; American irritation with European "parochialism" and lack of co-operation outside the strict limits of NATO; and, of course, American failure to live up to the more excessive European (and Third World) expectations.

This is a feeling Mr Mortimer seems to share: he sniffs points out minor American factual errors in the book and balances the mature wisdom and impeccable English of most of his German, Russian and French contributors with some spectacularly silly American comments ("We bring you tourists, they [the Soviets] bring you radiation") as well as some very impressive and intelligent ones. None the less, any blases are not intrusive and if the project is, in a sense, absurdly over-ambitious, that is rather an attractive fault.

What it does not do is offer much comfort for Europeans: with the shift in world trade towards the Pacific, one American claims, Europe has become "more important to us psychologically and culturally than economically". A German suggests that "being protected by the Americans and free to invest [our] resources elsewhere", we Europeans have come to occupy "a rather comfortable place in the world". But how much longer, one wonders, how much longer?

The commitment to what Wrede describes as "big plays with heart" (among them, must be said, some lesser Exchange fairs) Shakespeare, Shaw (*Heartbreak House*, the natural choice), Ibsen, Strindberg, Hofmannsthal and two outstanding Chekhov productions in Michael Elliott's *Uncle Vanya* and Wrede's Theatre's footing modern ground, the theatre's footing has been less secure. There have been a few premieres during the last decade, but the only piece likely to survive is *The Dresser*, Ronald Harwood's affectionate look at the backstage world of the old actor-manager.

Matthew Reisz

## The drama man

How - and why - does a high-ranking DES official forsake his cosy niche for the uncertain world of showbiz? David Self reports



Bert Parnaby in "First Among Equals"

dates in the entry exam). Finding *The Tempest* was the only available set of texts in the book room he gave them to be greeted by over half the 11-year-olds saying, "Sir, I've read it."

Besides being the dashing young potentate of classroom 27, he brought the drama society and high standards to the drama society and was a class performer in the Common Room initiative: "Pedagogues in evening tops. Sowing priceless pearls before your little hogs..." Then, in 1956, he achieved that earlier ambition and became a BBC general programmes producer in Leeds. Two years later he caused a small newspaper headline, "BBC Producer Returns to Teaching".

This again surprising move was rapidly being overshadowed by the growing television service, and that scripted radio programmes were being replaced more and more by talk and tape. Not then attracted to television, he went back to MGS for "another seven happy years", combining teaching with freelance broadcasting. Then came yet another surprise move to the DES and the Inspectorate. "No man ought to teach for more than 15 years, even if he's good at it. And then should do it preferably between 30 (when he's older and wiser and less of a bully) and 45. Then he should do something else." With no wish to aim for a headship and intrigued by the overview of education offered by the job of inspector, the star of Room 27

became a government official.

So it happened that, as educational drama became a new growth area, the "Drama HMI" was very much a man of the theatre - and wary of the new creed. "I never changed my spots. I never gave it my full blessing." He had particular overviews. "I was against all darkened drama studios. I'd go around trying to trip architects or planners or even decorators' ankles. 'Provide a daylight factor,' I'd say. Oh yes, let us have a special place for drama but not for a forbidding space. Think of the timid 11-year-old taken into that black torture chamber and asked to expose his soul. It's not on."

That said, he was very much aware of the potential value of the whole spectrum of drama teaching from educational drama through to theatre arts. He did an immeasurable amount to develop and support theatre-in-education and ran innumerable short courses. Always conscious of the drama teacher's need for status in a critical or even hostile environment, he gave much support to many lonely, insecure, good teachers.

Interestingly, he is not too critical of the bureaucracy of the Inspectorate. He begrudged the time spent away from home, still seems slightly resentful that so many teachers revert to traditional teaching methods during an inspection ("What hurt me most was how much an authority figure you were") and stresses that he never went into a school with a checklist in his

hand. Now, though, he feels there is more pressure on HMIs to look at, say, 20 particular points when considering an institution. Not, he hastens to add, for any sinister reason - "just" that those 20 points suit the computer.

Then, in 1980, came the move to acting. His mortgage was paid, his wife supportive "but it was still a gamble". A first job in a Henry Livings comedy at Theatre Royal, Stratford East brought him to the attention of a leading agent. He was invited onto her books.

"Why me?" "You'll be a marvellous cheap heavy. But not for long, dear."

This is because there are many, good, middle-range parts for actors of Bert's age. As he says, "There's always parts for old geezers." He goes on to explain the facts of life of the acting profession. "When you're 56, you've either become very successful and only take leading roles at vast fees or you've dropped out." Stratford East was followed by the chance to play Falstaff at the Helgrade, Coventry. His notices led to an invitation to audition for the RSC at Stratford. Then, for 60 weeks, he played "wise lords and first gentlemen" at eight performances a week as well as understudying a clutch of demanding parts. Next he played three parts in the first play in the new Pit theatre. "I was the first man to get a laugh in the Barbican," is his proud claim. And from that came the string of television offers - including his splendid portrayal of Cromwell in the *Three Musketeers*. His agent was right. He was not cheap for long.

In a DES pamphlet he once wrote of the common ground between actor and teacher. "Not only do both actor and teacher communicate... something from themselves to their class or audience, they also elicit and receive response and stimulus from them, a process which can become reciprocally and cumulatively rewarding." Though I doubt the communication was reciprocal, actor-teacher Bert Parnaby could (and still can) initiate such moments. One sunny afternoon some 30 years ago in Room 27, he brought marvellously to life that "snapper-up of unconsidered trifles", *Autolycus in The Winter's Tale*. As a nervous young sixth former, struggled to get Florizel's lines off the page. I suddenly knew that Shakespeare and theatre and verse were for me. Despite or because of such moments, it is particularly disturbing to see your old English teacher in charge of the bins in Coronation Street.

## FESTIVALS

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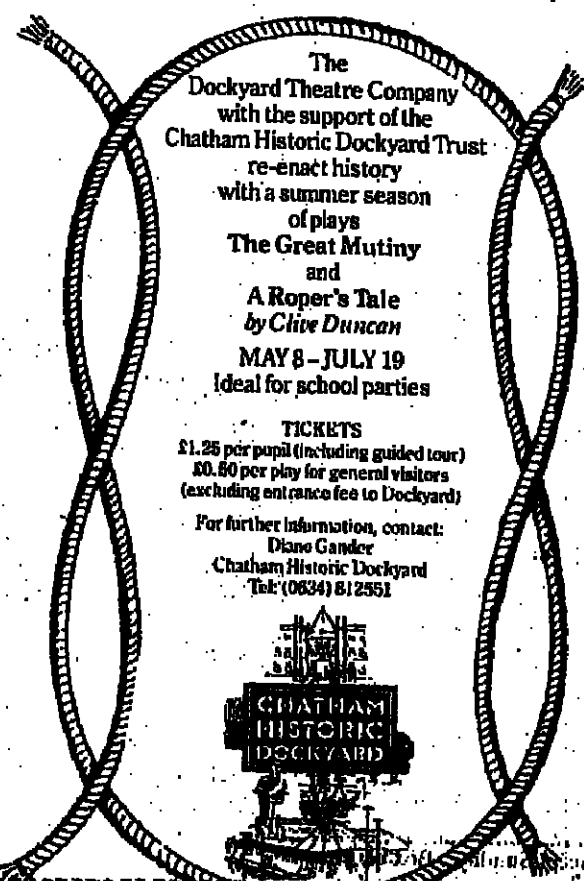
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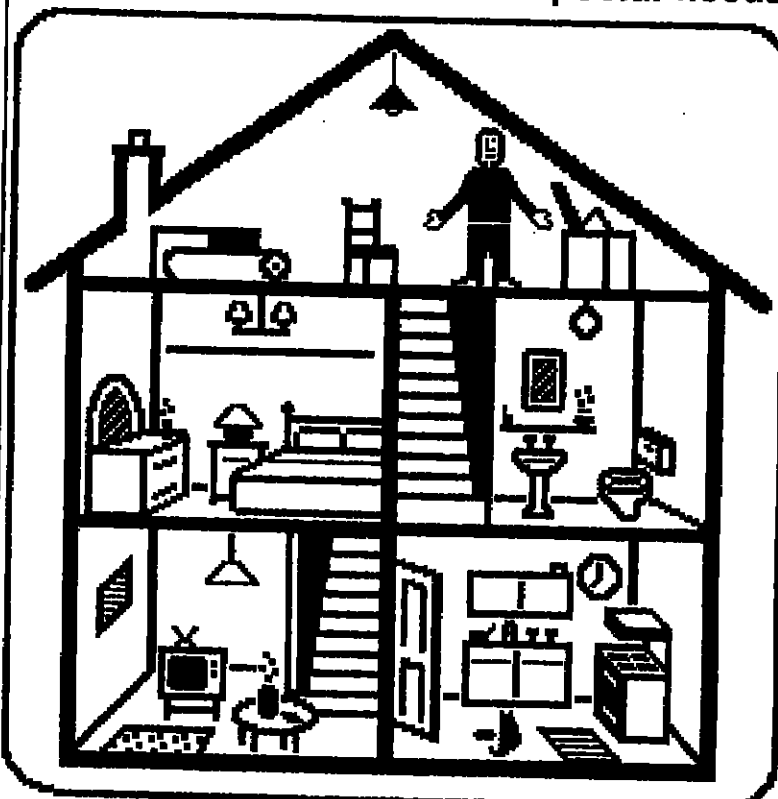




## RESOURCES

# Put Jim in the attic

Mary Hope looks at packs to help integrate children with special needs



of TIPS and BATPACK lies SNAP, the Special Needs Action Programme developed by Mel Ainscow and J Muncey from Coventry. Rather than a complete package, SNAP is a set of self-contained modules designed to form the basis of a school-based strategy for in-service training. Each module includes a tape-slide sequence and a workshop leader's guide. It is possible to buy any one of the modules on "Helping Hearing Impaired Children". This can reduce, or disguise, the capital investment.

Turning from resources to help teachers cope to those which help them teach, NARE, the National Association of Remedial Education, has a 1987 collection of reading and maths materials which is always practical. For those keen on technology, the software keeps appearing. One new program which could go a long way is *Moving Jr.* This is currently being distributed by the Microelectronics Education Support Unit (MESU) through the Blue File system which allows a contact person in the special needs field in each i.e.a. to distribute it freely for educational purposes.

In many ways the program is extremely simple. You are given a cross-section of a house and when you type in sentences such as

"Put Jim in the attic" or "Remove the plant from the right of the lounge" or "Make it snow",

these instructions can either be typed in or whole words entered using a Concept Keyboard. Teachers will invent ingenious and subtle ways of using a program like this. The obvious ones are to encourage reading, story telling and sentence construction. There must also be a benefit in giving the child the opportunity to control the computer. Could this be of use with children with emotional and behavioural disorders? Will it help hearing impaired children organize sentences? Will it entice reluctant readers? We shall see.

BATPACK is ecological in approach and may only be taught by registered tutors. Batpack is a philosophy and a set of materials which include a manual, video and transparencies. It is intended to be taught on site to the whole staff of a school. The content is clearly specified as six sessions of one hour and it is suggested that these are organized after school rather than at lunch time.

One of the joys of Batpack is that it offers new jargon to try out on colleagues. What about TOOT and HOC? TOOT is "talking out of turn" and HOC is "hindering other children". In their research the developers of Batpack found that when asked about the most troublesome behaviours 46 per cent cited TOOT, followed by 25 per cent naming HOC. None of the other categories reached over 10 per cent.

Somewhere between the two styles



"Pearly King and Queen" by Carl Richards, 1939

## London's lives

Londoners - The Way We Were Museum of London until 10 August Admission free

"Maybe it's because I'm a Londoner... I kept humming to myself, touring the new display of art and memorabilia at the Museum of London. Though the great set pieces of the show, Hogarth's 'The March to Finchley', Henry Moore's 'Women in a Shelter' or Frith's 'The Railway Station' are impressive and absorbing by any standard, many of the other vignettes on show gain their charm from our knowledge of how it is nowadays.

The exhibition is divided up into 13 different sections, of which the first two on 'The Crowd' and 'Society' contain most of the set pieces. Londoners on the frozen Thames, a Lord Mayor's Day procession ceremony, William May Egle's famously crowded interior of an omnibus, Vauxhall Gardens at full 18th-century tilt and a State visit to the court of Charles II sparkle and swell before our eyes. When we moved further in to gaze at servants, merchants, and craftsmen, Rowlandson at the Bank of England, Zoffany with a market porter and two curious boys, Belcher with a charlady, and immensely detailed genre paintings of a carpenter's, baker's, optician's and china painter's workshops, we could taste the flavour of the

Victoria Neumark

## More than brown rice

Healthy Eating A community education pack from the Open University in association with the Health Education Council and the Scottish Health Education Council £13.00

Learning Materials Service Office, The Open University, P O Box 188, Milton Keynes MK7 6DH.

It is encouraging to see that the Open University has taken a more detailed and thorough examination of our nation's eating patterns than a few of our politicians have. In producing this *Healthy Eating* study pack, the OU has addressed many aspects of food and diet, not only from a nutritional standpoint, but also by looking at government policies on food and agriculture, consumer participation, cross cultural diets, meal patterns, exercise, mass catering, vegetarianism and the media's involvement with the food business.

This attractively designed pack contains two books, *Guidelines for Healthy Eating* and *Patterns of Eating*, which provide basic facts and activities. They focus not only on the nutritional advice, but on the wider issues to do with food. In addition, there are two C60 cassettes with accompanying notes. The tapes examine people's responses to working out their coronary heart disease risk factor scores, how much choice they factor when it comes to making dietary changes, and people's attitudes to food in general. Extra resource materials

include appropriate information leaflets and study notes.

The *Healthy Eating* pack works from the premise that the average British diet is unhealthy and that we should all be moving towards less fat, salt, sugar and more fibre in our daily meals. Rather than blaming the individual for his or her weight, it seeks out to provide him or her with the opportunity to know how nutritional advice applies to them, what changes they should be making and in what ways. It recognizes that consumers have more than just their own appetite to satisfy and explores the politics behind the food business both nationally and locally. It also looks into the personal decision making processes one has to go through in order to alter one's diet.

As with most Open University materials, this pack was designed primarily for local community groups. However, the materials have been produced and presented in such a way that they could easily be adapted for use in secondary schools by social science and home economics departments. This pack goes a long way to demonstrate that healthy eating is more than brown rice. If used appropriately in schools it may encourage the younger generation to view this crucial aspect of our lifestyle in a more serious light. A very worthwhile study pack.

Frankie Lynch

## Next week

Jessica Saraga looks at equipment and materials for GCSE

## RESOURCES/VIDEO

## The art of craft

Better By Design - Teaching Craft, Design and Technology Department of Education and Science VHS and Betamax, £35 inc VAT; Sony U-matic £40 inc VAT; all available on free loan CFL Vision, Gerrards Cross, Bucks SL9 8TN.

Last month the Education Secretary Kenneth Baker launched a new unit called TASC (Teaching as a Career) which is actively promoting the recruitment of new teachers, particularly in shortage areas. The DES has commissioned a series of videos as a resource for TASC. *Better By Design - Teaching Craft, Design and Technology* is the first and will be followed by videos on science, mathematics and business studies.

*Better By Design* will be issued free to universities, polytechnics and higher education colleges for use in their careers libraries, and school career officers and teachers may obtain free loan copies from CFL.

The video clearly illustrates the stimulating, creative and productive nature of CDT teaching and emphasizes that it is far removed from its historical roots in woodwork, metalwork and handicraft. The producers establish that well-taught CDT requires teachers to perform many and varied roles.

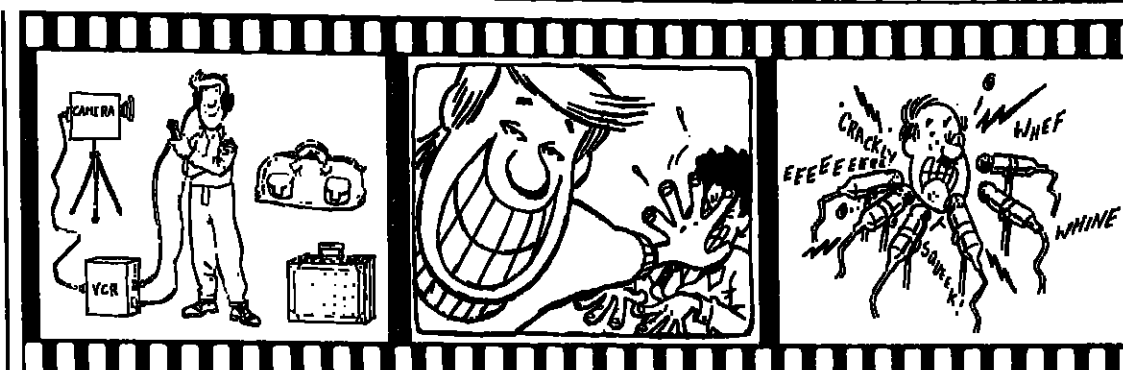
It is up to the teachers to develop links in many directions, industrial, social and perhaps ecological, if they are to attend to the diverse needs and interests of pupils who will be 21st century citizens. The video shown pupils from Sedgill School in South London discussing their work with visitors for local industry. Although the producers recognize that CDT is not vocational at school level they are keen to demonstrate the advantages of collaboration with industrial specialists.

The CDT teacher shortage is compounded by the scarcity of women teaching the subject, although in recent years many have entered this traditionally male-dominated area. The video presents two interviews with women who are inspiring professional role models.

CDT teaching is portrayed as a demanding, exciting and rewarding career which requires commitment from teachers to stretch pupils to reach high standards in manipulative skills, intellectual rigour and creative flair.

*Better By Design* shows CDT as a vital, relevant and dynamic subject which develops values, attitudes and skills in pupils which are not to be found elsewhere on the school curriculum. Not only is this programme an excellent promotion of CDT teaching as a career, it also serves as an inspiring glimpse of CDT in its pure form for the uninitiated.

Len Cunningham



## A-videoing we go

Barry Fox on a useful DIY guide for home film-makers

Video Active - The BBC Guide to Home Video Making VHS 90 minutes, price £9.99 BBC Video, Woodlands, 80 Wood Lane, London W12 0TT.

This 90 minute videocassette spins off from the BBC1 TV series and ties in with a companion run by BBC/TV and Radio Times to find the best amateur video and film makers of the year. Available prizes total £9,000 and details are available from Showreel, BBC Television, Villiers House, The Broadway, London W5 2PA (please send s.a.c.).

The BBC describes *Video Active* as "a complete practical guide to making home videos, covering everything from selecting equipment to advanced editing techniques" - and a post-production technique - and that is exactly what it is. Especially when compared with the awkward and tedious Channel 4 series, *Make Your Own Video*, the BBC's *Video Active* is excellent and a bargain at £9.99.

Whether presenter Sue Robbie

actually knows anything about video is irrelevant. She does a good job of demonstrating equipment and introducing people who have made their own amateur videos. Sensibly, the production team has adopted the format of showing clumsily-made amateur videos, explaining what is wrong with them, offering advice on how to improve them and then showing the final, polished version.

For example, autofocus cameras produce infuriating results when pointed at a distant scene with movement in the foreground. The focus keeps pulling in and out. The answer is to switch off the autofocus circuit. A hand-held camera wobbles. The answer is to use a firm tripod. A sequence shot from one viewpoint, with only pans and zooms to alter the content, is tedious to watch. But a structured sequence shot from several angles can compress time and look snappy on screen. When the microphone built into a video camera is used on a windy day for a long shot, all you hear is background noise. The answer is to use a separate hand-held

Mike plugged into the camera. Domestic lighting may be bright enough to produce recognizable pictures on the screen, but they will look flat and dull. The difference when a scene is lit with a few extra lamps, strategically placed to illuminate the background and fill the shadows, need only be seen once to be appreciated. When teaching people how to make films or videos, pictures really do speak louder than words.

The tape includes good sequences on special effects, animation, editing, sound mixing and the transfer of slide and movie film to video. Even after one viewing it is hard to imagine any amateur failing to improve the quality of their own shooting.

There is a BBC book of the same name, price £4.95, which ties in with the video.

Incidentally, with the BBC our long term arbiter of language and pronunciation, *Video Active* finally confirms the birth of a new verb. I video, you video, we video. It's good to video. Let's go videoing.



## Sniffing at danger

Solvent Abuse - The Adolescent Epidemic? Price £10, 15 minutes Re-Solv, St Mary's Chambers, 19 Station Road, Stone, Staffs ST15 8JP.

Experimenting with the inhalation of volatile substances is not new. In the 19th century, inhaling nitrous oxide (often called "laughing gas") became fashionable. Although it was seen as a genteel way of becoming intoxicated - parties were held where it was the main attraction - there were also fears and anxieties about some of its other effects.

Today solvent abuse could hardly be called a "gentle" pastime. Most adults are disgusted at the idea, reinforced by the media's picture of the stereotypical "sniffer" - skinned head, round the mouth, plastic bag at the ready. To the young, however, sniffing solvents has its attractions.

Apart from feeling "high", there's the excitement of doing something dangerous which isn't approved of, but which isn't actually illegal. It's also cheap and relatively easy to obtain. Re-Solv is the Society for the Prevention of Solvent and Volatile Substance Abuse.

ance Abuse. Its new video will be welcomed by teachers and others who deal with young people, for it sets out to help professionals understand the problem and to give clear information about it.

The video starts by exploring the various types of solvents used today. Two young people talk about what sniffing feels like and what it's like to come off. (Inhaling solvents has a similar effect to getting drunk on alcohol, although solvents are drunk more quickly and in a very short time users can get confused and have hallucinations, causing them to do silly things and have accidents.)

A police constable then talks about the practice itself. As a beat patrolman on a large housing estate, he has wide experience of young abusers. He goes through the various ways in which the sniffing is done, from typing correction fluid on the lapels through to spirit-blend fap pens stuck directly up the nose. He stresses that aerosols are more dangerous, since they can cause spasms of the larynx with choking and possible death.

Dr Joyce Watson was first faced with solvent abuse as a school medical

officer in Scotland in the early 1970s and has since become an expert in the field. She explains why kids sniff - a mixture of adolescent curiosity and peer group pressure. Any child from any home may want to try it. She stresses that the vast majority of children who try it satisfy their curiosity and then stop. It is the relatively small number of sniffers (about 10 per cent of those who try) who go on to become "chronic". Official figures say that in 1985, there were 120 deaths among all age groups directly caused by solvent abuse. Compared to deaths from other drugs, this is a small number.

Why then should we as teachers be interested in solvents? The policeman in the video concludes that we do our pupils a disservice by ignoring it or pretending it is just a phase. If, as he says, it affects the quality of children's lives, then we owe it to ourselves and the children to be in possession of the facts and be prepared to pass them on. Dr Watson's book of the same title (published by Croom Helm, 1986 £8.95) is probably the best and most up to date one on the subject.

Liz Swinden

## Native tongue

English in Sight By Patricia Mugglestone, Hilary Rees-Parnell, Jane Revell Video, VHS or Beta £74.75 Inc. Students' book 0 08 031524 0, £1.50 Teachers' book 0 08 031525 9, £5.50 Prentice-Hall, 66 Wood Lane End, Hemel Hempstead, Herts HP2 4RG.

*English in Sight* is a video course for foreign adults in their first year of learning English. Level 1 provides approximately 10 hours of work to complement any elementary English course. (Level 2 will be available later in the year.)

The 25-minute video covers five days in the life of Jane Anderson, a Canadian doctor visiting London. In the course of her visit, she asks the way of strangers, stays in a hotel, goes shopping, encounters a range of people (including children) professionally, socially and at a friendly and personal level, and generally uses the sort of everyday language that visiting foreigners want to learn.

The language exercises are contained in the fairly slim, 40-page students' book, but the key to the course is the excellent teachers' book. This gives the exercise answers, a summary of the story, the tape transcript (sound and vision), additional background information on the UK, a summary of the language content (divided according to function and structure, but also according to whether it is to be learnt productively or recognized receptively), and an overview of each episode with suggestions for scheduling the different exercises (with timing) to fit a variety of timetables, as well as very detailed and imaginative suggestions for teaching the material.

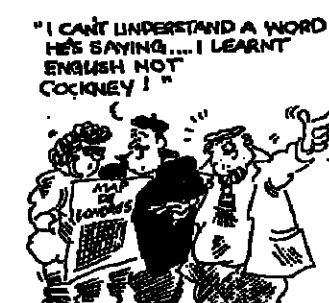
The introduction is essential reading for anyone using video for language teaching, giving, as it does, a very handy technical checklist relating to the use of the equipment. But more importantly, it explains the techniques for exploiting video as exemplified in the course (e.g. viewing and prediction, active and interactive viewing, types of comprehension, using vision only, encouraging personal involvement, follow-up tasks concentrating on oral and on integrated skills and overview techniques).

A great deal of thought has gone into the project and the result is a very teachable package, as you would expect from such a prestigious team of authors. The video extracts are of usable length, the language content and progression are well designed and the exploitation exercises are varied and interesting, taking good account of the advantage video has of presenting language in a clear situation so that comprehension is aided by visual and contextual clues as in real life.

Where the package falls down slightly is in the video itself. The film quality is professional and on the whole the acting and use of language are fairly natural (some of the encounters are with "real" people using a variety of accents), but essentially the storyline is thin. Since one of the advantages of using video is for motivation (and the authors say that they're aiming for "a balance between exploitation and enjoyment"), this is disappointing. However, at this language level it is perhaps inevitable, and there is also some enjoyment to be had in simply understanding native speakers speaking English.

Overall, from a teaching point of view, the package can definitely be recommended. Whether it is cost-effective is another matter.

Susan Norman



## On video - 'The Examiners Examined'

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## MEDIA

## Open up

The Open College takes to the air in September.  
Diane Hofkins reports

What if Kathy Perks, the new bride of *The Archers* publisher, Sid, decided to take an Open College course in pub management, join her husband's business, and give up teaching home economics? Would hundreds of faithful listeners start thinking about what distance learning could do for them? Suppose a notice at the end of a TV darts match told viewers about the Open College. Would armchair players at home, who had been skillfully carrying out the complex scorekeeping, think about taking a maths course to enhance their careers?

Neither of these broadcasting concepts is exactly on the cards yet, but they are among the ideas for promoting and enhancing Open College offerings which are still circulating in the active minds of Sheila Innes, chief executive of the college, and other broadcasters.

The BBC and the independent TV and radio stations are keen to be involved in the new venture, which begins in September this year, and they are currently exploring possibilities with the Open College. However, the consistent national broadcasting outlet will be an hour a day, Mondays to Fridays from 1 to 2pm on Channel 4. This, Miss Innes points out, is quite a lot of broadcasting time to start out with, and expensive to produce. Nevertheless, the role of broadcasting within the Open College will probably be less than was imagined last July, when the College of the Air, as it was then called, was announced.

The Monday programme will be

aimed at students. Fridays will be for tutors and trainers (an unusual concept), and more specific curriculum-based material will be aired on Tuesdays to Thursdays.

The Open College and Channel 4 will this week be looking at proposals from television producers for the Monday and Friday slots. The student programme is intended to help learners "feel part of the community," says Naomi Sargent, senior commissioning editor for Channel 4. It is a challenge for any open learning scheme to ensure that participants - both students and teachers - feel involved. Ms Sargent presented the C4 programme *Open Forum* herself when she was Pro Vice-Chancellor of the Open University. "If I went into a room at a study centre, they all knew me. They all knew the back had to stop with me," she says.

Both programmes will be live, to provide immediate information and feedback. The learner programme will show what the Open College is all about, and highlight its different processes (for instance, how to enrol);

preview learning materials and new programmes; give reports from regions, student centres and industry; and offer information about study skills and learning techniques. A noticeboard of events and a suggestions box will also feature.

The Friday slot will help train tutors in open and distance learning techniques, preview materials, keep scattered groups of tutors in touch; and provide for tutors to comment on materials and support arrangements, so that there can be improved. In its first year, the college expects to transmit three series of 10 programmes.

Plans for the Tuesday to Thursday broadcasts are less well advanced. "There is no strict view about Tuesday to Thursday except that it will be more curriculum-based," says Naomi Sargent. Sheila Innes adds that, unlike the OU, no Open College course will be strictly linked to a broadcast. These slots, she suggests, would be useful for such things as providing case study material, "surrogate visits" (as on a German for business course), or for a close-up look at manufacturing pro-

cesses in cases where health and safety regulations would forbid visitors. And beyond the Channel 4 slot? "It is not possible to quantify," she says, "but we shall expect there to be both programmes about the Open College and materials made in association with the Open College on all channels, so that the OC in fact should be seen and heard wherever possible."

The short time scale means there is still a great deal to do by September. Creative ideas are flying, but few have yet been brought in to land. Any programmes made by the BBC and ITV or independent producers in association with the Open College will have to take place within the competitive schedule. And not only might educational materials and broadcasts from the BBC and ITV be tied in with Open College courses, but students could be alerted to more general programmes which connect with their studies as well. There are also some creative uses for radio: phone-in tutorials is one idea Miss Innes would like to explore.

She is keen to use all channels to bring people in, and stresses the "motivational" role of broadcasting. Ways to do this could include public-service type broadcasts about the Open College, references to it in documentaries, mentions on programmes like *Today* or *Woman's Hour*, or a tag at the end of a general programme on, say, technology, suggesting that people interested in the subject might like to follow it up by writing to the Open College.

## OFF AIR

30 YEARS of ITV Schools broadcasting is indeed an excuse for backslapping - not least because they beat the BBC into the classroom with television. But at a dinner to celebrate last week's anniversary, attended by the great and the good of both education and broadcasting, there was much anxiety among executives about the effect of deregulation on schools' broadcasts. Will the approach of free market television, dominated by satellite and subscription, mean less educational output? Will videotape become the more accepted means of distribution, rather than straight broadcasting? And will the dinner for the 35th anniversary be held in a less luxurious surroundings than the Dorchester Hotel?

The highlight of the ITV Schools 30 years retrospective (Wednesday May 27, 2.30pm) - which features past material ranging from the embarrassingly bad to the brilliant - is the fully working scale model of a single human sperm, magnified to the size of an average office desk, with a long, waving tail to match. It was apparently enough to put guests at the Dorchester dinner off their salmon sorbet.

AFTER A recent feature about racism in schools on BBC Radio 4's *You and Yours*, which included an item about an 11-year-old Asian girl who had been held upside down from a motorway bridge, the only telephone call received by the subject was sympathetic to the racist. Later, a London head told the *You and Yours* team that a Boefater at the Tower of London made an offensive remark to an all black group of visiting schoolchildren. The Tower of London later apologized to the school.

So, it seems that a TV programme for children on racism and what to do about it is long overdue. BBC Schools TV is about to start production on just such a programme for 11 to 14-year-olds, to be broadcast in Spring 1988. Producer Peter Evans is inviting comments and suggestions from teachers and youth workers. He's also particularly interested in hearing from young people about specific incidents of racism that have affected them. He can be contacted at BBC, Villiers House, Ealing Broadway, London W5 2PA.

EVIDENCE of the growing meeting of minds between BBC School Radio and TV, mentioned in the first "Off Air", can be found in the new BBC Annual Programme for primary and middle schools, 1987/88, which (if your school has received one) ring BBC Education Information 01-991 8031, 24 hour service.

This year, School Radio and Television Information for teachers of the five to 11s is combined in one brochure, and to help teachers plan ahead, radio and TV programmes are arranged by theme as well as age group and subject matter, in a topic guide.

Among the themes to be tackled next year, in different programmes, but on both media, are dragons and fire, food, family and friends, night and darkness (for five to seven-year-olds), community and neighbourhood, water and sea, wildlife, Australia and food (for seven to 11-year-olds).

Nick Baker



Victoria Neumark

## The wild ones

## CONTINUING EDUCATION

The Wild Side of Town  
BBC Tuesdays 11pm from May 19, repeated June 3, July 10, 14, 17 at 5.35pm  
SCHOOLS TELEVISION  
Animals in Action  
ITV Anglia, Tuesdays 10.48am.

"To one who has been long in city pent," Wordsworth began one of his most famous invocations to the benign forces of Nature. Nowadays most of us spend most of our lives in cities pent, and our thirst for the Other Side, the wild, free contact with the green and growing, is even greater than when the Romantic poets invented our concept of Nature.

However, in 1987 when we flee to

the countryside we are all too likely to find a green desert, reduced by the over-subsidized use of herbicides and pesticides, the wanton grubbing up of thousands-year-old hedgerows, if not to a place where no birds sing, at least to one where very few butterflies flutter. Yet there is, for a little while at least, hope. Chris Baines, inspiring author of *How to Make Your Own Wildlife Garden* (Elm Tree Books), leads the entranced viewer down canal verges and overgrown rubbish heaps, along railway lines to "unofficial wild-spaces" where foxes and crows and tortoiseshell butterflies still frolic. Here it all is, the sap rising and the flowers blooming. And the great thing, says Mr Baines, is that it can not only be enjoyed, it can still be saved and managed and expanded.



'It's a Frog's Life'

In the first programme this week, to the accompaniment of magical music from the Albion Band, he walked along a canal in the heart of Birmingham and summoned up the "Arcadian dream" of lush summers where the bees hum. Contrasting this with the depressing sight of an agribusiness farm, pointing to the stress of rush hour in Birmingham New Street, he pointed out how people need those images of haying, of waving poppies and feeding birds, back in their lives. Images of a kestrel hunting above a dustbin and a fox dancing along the suburban railway line vividly relocated that Arcadia. But Mr Baines is not just in the business of evocation, and this is what makes his series an absolute winner for schools. His every country elegy is accompanied by practical suggestions.

This week he urged viewers to take their large scale Ordnance Survey maps and chart all the wild-spaces in their area. Then they would know where they might have to fight to save it. He wasted little time lamenting "the tidying up of the countryside" and instead gave tips on how to turn your garden into a "wildlife service station".

Similarly, in next week's programme, on the Meadows of Yesterday, he visits a traditional wildflower meadow in Worcestershire. Such meadows are almost extinct. But Miriam Rothschild is cultivating wildflowers on motorway verges and roundabouts and in Bristol and Birmingham experimental meadows have been created in city parks. Though wetlands are vanishing in the countryside, the RSPB manages an artificial flood plain in the centre of Birmingham, and the rivers Leam and Thames are being cleaned up, as the third programme examines, as the fourth, woodland edge is shown to be a widespread habitat in towns, with new trees (native species only, please) being planted all around new housing developments even as broad-leaved forests are chopped down in the country. The series ends with the "Green

Guerrilla groups", who fight to preserve an old railway cutting or a rubbish tip from "inappropriate development". A beautifully illustrated book of the same title is being published by BBC Books, price £10.95. An eight-page illustrated booklet is available to teachers who write in and posters can be got from BBC local radio stations. Hundreds of "urban safaris" will be organized throughout Britain, tracing local "wildlife networks" (contact Liz Haines on 0552 88598). Shell are running a *Wild Side of Town* competition (information from Rex Kidman at Cox, BBC Wildlife 0272 736402). There is a *Wild Side of Town* exhibition at the Natural History Museum, which includes a diorama of a fox's railway-line highway.

Anglia TV's *Animals in Action* has four new programmes this term. It is a basic nature series where the avuncular presenter links shots of the animals in the wild with sketches, freeze-frames and simple ethnology. There is little bad in the series, and occasional delightful footage, as in its "It's a Frog's Life", but by comparison with *The Wild Side of Town*, it is a straightforward plod through the status quo, with nothing really to challenge our mundane perceptions. Particular Australian animals were disrespectfully held upside down in one programme, so we could peer into their pouches. A thorough teachers' book and a Zoo Pack produced by Bedford Education Service are available. (Zoo Pack £4.80 from TMRS, Russells House, 14 Dunstable Street, Ampthill, Bedfordshire).

We must go back to the *Wild Side* if we need to know, as an allotment holder in Devon defending his cultivation of wildflowers instead of cabbages recently told us, that "everyone must make some sacrifices now; man is out of touch with nature and rushing headlong to destruction".

## Video &amp; Chips

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And we're starting as we mean to go on, with a Design-a-Robot and Animated Cartoon competitions in the first two programmes.

If your class likes the idea of monitoring acid rain, collecting bumblebees, learning new music techniques, design and photo fit-collage competitions - or any of the other exciting projects throughout the series, get in touch with VIDEO & CHIPS: And we'll be happy to hear your ideas, too!

Video & Chips (Factsheets and Competitions), PO Box 60, HTV, Bath Road, Bristol BS9 7NS

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St. Mary's School

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Education Service  
St. Mary's School

Personal  
Announcements

For Sale and Wanted  
Holidays and  
Accommodation

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Field Study Centres

Partnerships  
Properties for Sale  
and Wanted

Business Opportunities

Properties for Sale  
and Wanted

Business Opportunities

Properties for Sale  
and Wanted

Business Opportunities

Properties for Sale  
and Wanted

Business Opportunities

Properties for Sale  
and Wanted

Business Opportunities

Properties for Sale  
and Wanted

Business Opportunities



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## Working in Education

The Inner London Education Authority is committed to providing a high quality education service to one of the most ethnically and culturally diverse populations in Britain and is able to offer its teachers:

- Commitment to promoting equality of opportunity in education
- Pupil teacher ratios among the best in the country
- Half-day a week induction training for probationers and a high level of in-service training provision thereafter
- With some 950 schools, opportunities to broaden experience and enhance career prospects
- Excellent support staff and professional back-up, plus a range of central specialist resources
- Inner London allowance of £1,215 plus in many cases Social Priority Allowance of £201/278 p.a. in addition to Burnham salary.

All posts open to job share unless indicated otherwise (N.S.). A Regular for pairing potential job-shares: contact EO/PER/ST, Room 533, The County Hall, London SE1 7PB. Tel: 01-633 8801.

### Headships & Deputy Headships

Applications are invited from qualified teachers interested in working in this exciting inner-city environment.

Application forms and further details are available from the Head of the school, unless requested otherwise. Visits to schools, by appointment, are welcomed.

The closing date for applications is 5th June 1987, unless indicated otherwise.

### County Primary

### Headships

**MOWLEM (JMB)**  
Mowlem Street, Bishop's Way, Bethnal Green, E2 9HE.  
Vacant 1st September 1987. Roll: 177 plus 50 in and 30 in nursery. Burnham group 4 plus inner London allowance. N.S.  
**STEWART HEADLAM (JMB)**  
Tapp Street, E1 6RE.  
Vacant 1st September 1987. Roll: 199 plus 15 in and 30 in nursery. Burnham group 4 plus inner London allowance plus £201/278 social priority allowance. N.S.  
**WELINGTON (JMB)**  
Wellington Way (Bon Road), E3 4HE.  
Vacant 1st September 1987. Roll: 275 plus 35 in nursery. Burnham group 4 plus inner London allowance plus £201/278 social priority allowance. N.S.  
Please send foolscap for application form and further details to Education Officer, PER/PS48, Room 262a, The County Hall, London SE1 7PB.

### Deputy Headships

**BECKFORD (JMB & NUB.)**  
Dartford Street, NW6 1OL.  
Roll: 325 - NUB.  
Required from September 1987. Deputy Headteacher (Group 5) required for this thriving multi-racial school. Must be keen to take a leading role in further development of the curriculum of the school.  
(Re-advertisement)

**ENGLISH MARTYRS' RC (JMB)**  
Rodney Road, Watworth, SE17 1RL. Roll: 311.  
Head: Mr. Michael O'Sullivan. Required from September 1987. Deputy Head (Group 5) to lead and motivate colleagues in curriculum development. Must be practising Catholic.  
**GLENBROOK (I)**  
Clarendon Avenue, Clapham, SW4. Tel: 01-674 1407.  
Roll: 180.  
Head: Mrs J. M. Taunton. Required from September 1987. Deputy Head (Group 3) to support headteacher, enthusiastic team. The successful applicant will be expected to assume responsibility for one area of the curriculum.  
**OLD PALACE (JMB)**  
St Leonard's Street, Bow, E3 3BT. Tel: 01-980 3020.  
Roll: 230. Head: Mr P. Dryer. Required from September 1987. Deputy Head (Group 4). Should have had experience throughout age range, and be in sympathy with aims of C of E School.

**ST JOHN'S HIGHBURY VALE (JMB)**  
Conewood Street, Blackstock Road, London N5.  
Tel: 01-229 4808.  
Roll: 210. Head: Miss J. Sagar. Required from September or as soon as possible thereafter. Deputy Head (Group 4). Should have had experience throughout age range, and be in sympathy with aims of C of E School.

**VA Primary**

### Headships

**ST DOMINIC'S (JMB)**  
Southampton Road (Haverstock Hill), NW5.  
The governors of this VA School invite applications from committed and experienced Catholic teachers for the post of headteacher. Vacant 1st September. Roll: 250 plus 40 in nursery. Burnham group 4 plus inner London allowance. N.S.

Application form and further details are available from the Chairman of Governors, Very Revd J. Farrell O.P., St Dominic's Priory, Southampton Road, NW5 4LB.  
**ST SCHOLASTICA'S RC (JMB)**  
Kenninghall Road, E5 8BS.  
Applications are invited from suitably qualified practising Roman Catholic teachers, who hold a Catholic Teachers' Certificate, for the post of headteacher. Vacant 1st September. Roll: 231 plus 55 in nursery. Burnham group 5 plus inner London allowance. N.S.

Application forms and further details from the Chairman of Governors, The Priory, St Scholastica's Catholic Church, 17 Kenninghall Road, Clapton, E5. Completed forms to be returned to Mrs T. Edwards, 4 Sarsgate Road, E5 6SL.

### County Nursery

### Headships

Applications are invited from teachers with training and experience in nursery education for the following headships:

**HARRY ROBERTS NURSERY**  
Harford Street, E1 4PZ.  
Vacant 1st September 1987. Roll: 43 in and 74 in nursery. Burnham group 2 plus inner London allowance. N.S.  
**OLD CHURCH NURSERY**  
Mountmorton Estate (Off Bromley Street), E1 0NB.  
Vacant 1st September 1987. Roll: 30 in and 40 in nursery. Burnham group 2 plus inner London allowance. N.S.

Please send foolscap for application form and further details to Education Officer, PER/PS48, Room 262a, The County Hall, London SE1 7PB.

### Inner London Education Authority

### ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

## PRIMARY HEADSHIPS continued

Haringey Education Service is conscious that, in general, teachers from black and minority ethnic backgrounds and bilingual teachers are under-represented in the teaching force. Applications from such teachers would be particularly welcome.

The same applies to women teachers, particularly for posts at a senior level in secondary schools and in certain curricular areas.

Haringey is an equal opportunity employer. We welcome your application, which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

### Haringey

**ROKESLY INFANT SCHOOL**  
Hermiston Avenue, London N8 8NH.  
Tel: 01-340 7687

### Head Teacher - Group 4

Haringey Council is seeking to appoint as Headteacher of this Infant School, a teacher whose experience has included leadership of curriculum staff development working in a 'whole' school team and Infant School management. Candidates should have had experience of a child centred approach within a multi racial/ethnic/lingual and wider equal opportunity context and be able to support such developments as home and community links. The successful candidate will need to be an effective and sensitive communicator.

Closing Date: 5.6.87.  
**ST. FRANCIS DE SALES JUNIOR SCHOOL**  
Brereton Road London N17 8DA.  
Tel: 01-808 4432

### Head Teacher (Burnham Group 4)

Roll: 175 + 53 Nursery.  
Required for September or as soon as possible thereafter, a committed, informed and suitably qualified and experienced Catholic who has a broad vision of Primary Education. The school has close links with the parish and the Junior School and serves an inner-city community of cultural and linguistic diversity.

The Governors are looking to appoint a teacher with proven managerial ability who can provide positive leadership and co-ordinate curriculum development within the school.

Applicants are invited to visit the school. Please telephone for an appointment.  
Completed application forms should be returned to the Chair of Governors at the school by 5.6.87.

Applicants are invited for the above vacancies. Unless otherwise stated, application forms and further details may be obtained (s.a.e. please) from Chief Education Officer, 48 Station Road, London N22 4TY and should be returned to this address. London Allowance £1215 payable. Removal expenses - 100% in approved cases for permanent posts. (14642)

## Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community.

Unless otherwise stated the following are required for the 1st September 1987 and the closing date is 5th June, 1987.

For application form and address to whom completed forms should be sent, send SAE (foolscap) to the Chief Education Officer, PO Box 61, County Hall, Preston, PR1 8RJ.

### COUNTY SCHOOLS

**Primary**  
**COLNE LANESHAWBRIDGE COUNTY**  
Colne (85 on Roll)  
Required as soon as possible.

### HEADTEACHER - Group 2

**VOLUNTARY AIDED SCHOOL**  
In which the Governors are the Employers

**Primary**  
**PARBOLD RC (AIDED)**  
Wigan, (74 on Roll)  
Required 1st September, 1987 or as soon as possible.

**HEADTEACHER - Group 3**  
**PRACTISING CATHOLIC PREFERRED**

## LONDON BOROUGH OF BRENT Chamberlayne Wood Primary School, Chamberlayne Road, NW10 3NT. Tel: 01-969 8927. Group 5.

### Headteacher - Group 5

Chamberlayne Wood Primary School is situated in the southern half of the Borough and is easily accessible by bus and train. The school has a deserved reputation for curriculum standards and development in all areas but especially with regard to language. It has extremely strong parental support and has developed a tradition of being at the centre of community activities.

We are looking for applicants with sound successful teaching experience in the appropriate age range and with demonstrable management expertise. They should have a practical understanding and experience of curriculum planning for a multi-cultural society, a thorough grasp of and commitment to equal opportunities and a proven record of building successful links with parents and the community.

Applications from members of black communities are particularly welcome, subject to Section 38 (1) (b) of the Race Relations Act 1976.

Application forms and further particulars are available from (large s.a.e. please) the Director of Education, London Borough of Brent, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley, Middlesex HA9 7RW, returnable by 10th June 1987. Tel: 01-800 6426. (14614)

## London Borough of BRENT

Brent is an Equal Opportunity Employer. Job sharers welcome.

## Hounslow

An Equal Opportunity Employer

Applications are invited from suitably experienced teachers for the following posts which become vacant on 1st September 1987.

**Crane Infant and Nursery School**  
Norman Avenue, Hanworth TW13 8LN  
Tel: 01-894 9047

**HEADTEACHER (Group 4)**  
A successful and well-established 2 f.e. Mixed Infant and Nursery School.

**Sparrow Farm Infant and Nursery School**  
Dinham Rd, Feltham, TW14 0DB  
Tel: 01-890 2083  
Headteacher: Mrs E P Morrell

### DEPUTY HEADTEACHER (Group 4)

A lively Infant and Nursery School which encourages parental involvement. The successful candidate will be expected to participate fully in the management of the school.

Interested applicants are invited to contact the Headteacher to arrange visits to the school.

Application forms and further details are available from the Director of Education, Civic Centre, Lampton Rd, Hounslow TW3 4DN (Ref PA/EB) to whom they should be returned by Monday 8 June 1987.

LONDON ALLOWANCE: £785 PER ANNUM  
WE ARE AN EQUAL OPPORTUNITIES EMPLOYER (10064)

## HEADTEACHER REQUIRED JANUARY 1988

Applications are invited from suitably qualified teachers for the following Headship.

**Runwell County Primary School (Group 5)**  
Canewdon Gardens  
Runwell  
Wickford

Removal and relocation expenses of c £4,000 are available for those who qualify.

Closing date: 12th June.  
Please send foolscap s.a.e. for form and details to:

County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD. (10182)

## ESSEX County Council

## PRIMARY HEADSHIPS continued

**KIRKLEES METROPOLITAN COUNCIL**  
DIRECTORATE OF EDUCATIONAL SERVICES  
**ASHBROW JUNIOR SCHOOL**  
Bradley Boulevard, Shearwater, Huddersfield HD5 1JY.  
Ref: 1755  
Re-advertisement

Applications are invited from suitably qualified and experienced teachers for the post of Headteacher for this school which caters for the age range 7-11 years.

The appointment will be made from 1st September 1988. Previous applicants will be automatically considered.

Application forms and further details are available from the Director of Education, Kirklees Metropolitan Council, P.O. Box 1, Oldfield House, HD1 5QW to whom completed forms should be returned within 14 days of this advertisement.

Kirklees operates an Equal Opportunities policy and details of which will be supplied to all applicants (10001)  
**LONDON NW7**  
**ST. ANTHONY'S J.M. & I. SCHOOL**  
Headteacher September 1987. Required as soon as possible. An experienced, qualified Headteacher for this well established Mixed Infant Junior School. Burnham rate.

Applicants must be practising Catholics. Apply by letter to: Sister Catherine, St. Mary's Abbey, The Ridgeway, Mill Hill, London NW7 4JX, giving the names of two referees and curriculum vitae. Closing date 29th May. (14370) 110010

**POWYS COUNTY COUNCIL**  
EDUCATION DEPARTMENT  
RE-ADVERTISEMENT - Previous applicants need not re-apply.  
**TALGARH C.P. SCHOOL**  
Bridgend, Glamorgan. Vacant 1st September 1987. A suitably qualified and experienced Headteacher for Group 3 School. (Ref: 348).

Application forms and further particulars are available from the Director of Education, The Ladies, 50a, Rochford Road, Wells, Powys, to whom completed forms should be returned by 6th June 1987. (14595) 110010

**SEFTON METROPOLITAN BOROUGH OF SEFTON**  
**URSULINE R.C. PRIMARY SCHOOL**  
Nicholas Road, Blundellands, Liverpool L23 6TF.  
Applications are invited from suitably qualified and experienced practising Catholic teachers for the Headship of this school which is vacant in September.

Application forms and further information (s.a.e.) from: Monsignor D. D. McDowell, Chairman of Governors, Ursuline R.C. Primary School, Sefton, Merseyside, to whom they should be returned by 10th June 1987. (14163) 110010

**SOMERSET COUNTY COUNCIL**  
**WALTON C.V.C. PRIMARY SCHOOL, STREET**  
HEAD for this Group 1 school for January 1988. Details (s.a.e. please) from the Director of Education, County Hall, Taunton, Somerset TA1 4DA. An Equal Opportunity Employer. (14163) 110010

**STOCKPORT**  
Required from 1st September 1987.  
**HEADTEACHER**  
Group 5 Ref: 5155 Roman Catholic Primary School, Cornfield Road, Off Cornfield Road, Romiley. Tel: 01-449 8843.  
Group 6 Ref: 5156 Roman Catholic Primary School, Cornfield Road, Off Cornfield Road, Romiley. Tel: 01-449 8843.

Applicants should be suitably qualified and experienced teachers, for whom details are available from the Director of Education, Stockport Education Office, Town Hall, Stockport, Cheshire SK6 1AB. Closing date 29th May 1987. An Equal Opportunity Employer. (14566) 110010

**STOCKPORT**  
Required from 1st September 1987.  
**HEADTEACHER**  
Group 5 Ref: 5155 Roman Catholic Primary School, Cornfield Road, Off Cornfield Road, Romiley. Tel: 01-449 8843.

Applicants should be suitably qualified and experienced teachers, for whom details are available from the Director of Education, Stockport Education Office, Town Hall, Stockport, Cheshire SK6 1AB. Closing date 29th May 1987. An Equal Opportunity Employer. (14566) 110010

**STOCKPORT**  
Required from 1st September 1987.  
**HEADTEACHER**  
Group 5 Ref: 5155 Roman Catholic Primary School, Cornfield Road, Off Cornfield Road, Romiley. Tel: 01-449 8843.

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**STOCKPORT**  
Required from 1st September 1987.  
**HEADTEACHER**  
Group 5 Ref: 5155 Roman Catholic Primary School, Cornfield Road, Off Cornfield Road, Romiley. Tel: 01-449 8843.

## Deputy Headships Second Masters/Mistresses

## AVON COUNTY COUNCIL

**LLINSTEAD AVENUE JUNIOR SCHOOL**  
Kilworth West, Bristol BS4 1BX.  
Required from 1st September 1987 or as soon as possible thereafter. Deputy Head Group 5. S.P.A. allowance payable.

Further details from and letter of application to the Headteacher immediately, giving full cv and names and addresses of two referees, enclosing s.a.e.

Avon is an Equal Opportunity Employer and applicants for the post must be of sex, race, disability, or sexual orientation. (34583) 110012

Application forms and further details from Rev. D. Trollope, St. Luke's Vicarage, 71 Liverpool Road, Crosby, Liverpool L23 5SE.

Closing Date - 8th June 1987. (10124)

## METROPOLITAN BOROUGH OF SEFTON

### St. Luke's Halsall C.E. (Aided) Primary School, Cooks Road, Liverpool L23 2TB

## Headteacher

required in January 1988 (earlier if possible) for this Group 4 school (approx. 240 on roll). Applicants should be committed Christians, and Communicant Members of the Church of England. Previous applicants automatically considered.

Application forms and further details from Rev. D. Trollope, St. Luke's Vicarage, 71 Liverpool Road, Crosby, Liverpool L23 5SE.

Closing Date - 8th June 1987. (10124)

Application forms and further details from the Chairman of Governors, 204 High Street, Waltham Cross, Herts. EN8 7DP. (14827)

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## HERTFORDSHIRE

### ST JOSEPH'S CATHOLIC JMI SCHOOL, ROYAL AVENUE, WALTHAM CROSS, HERTS. EN8 7EN Telephone: Waltham Cross















## PRIMARY EDUCATION

continued

## SHROPSHIRE

**WHITCHURCH CE**  
JUNIOR SCHOOL  
Station Road, Whitchurch,  
Shropshire TF13 1JR  
Tel: Whitchurch 3805

Required for September 1987. Permanent, full-time scale 1 teacher. The successful applicant will be expected to demonstrate commitment, a willingness to participate in, and learn, in a growing school. Currently engaged in developing an open style of management. Please state interests. Application forms and details from the head to be returned by 8 June 1987 (S.A.E. Required). 110022 (43778)

## SHROPSHIRE

**WILLIAM REYNOLDS CO**  
JUNIOR SCHOOL  
Westbourne, Woodside,  
Tel: Shropshire TF7 6QW

Tel: Shropshire 686707  
Required for September 1987. Temporary, full-time scale 1 teacher for one year in the first instance.

Commitment to activity based approach arising from direct experience is essential. Should be competent pianist, able to contribute to musical education. Applications from newly qualified teachers welcome. Application forms and details from the head to be returned by 8 June 1987 (S.A.E. Required). 110022 (43778)

## SHROPSHIRE

**LEOMERY CO JUNIOR**  
SCHOOL  
Granger Drive,  
Leomey, Shropshire TF7 6QW

Tel: Shropshire 61505  
Required for September 1987. Permanent full-time scale 1 teacher to work in a lively junior school. Please state strengths and interests.

Application forms and details from the head to be returned by 12th June 1987 (S.A.E. Required). 110022 (43778)

## SHROPSHIRE

**SHIPAL ST ANDREWS**  
CE PRIMARY SCHOOL  
Park Lane, Shipal, Shropshire TF11 3ND

Tel: Shropshire 402846  
Required for September 1987. Full-time scale 1 teacher for lower juniors.

Please state curricula strengths and interests. Application forms and details from the head (S.A.E. required). 110022 (43778)

## SHROPSHIRE

**QUEENSWOOD CO**  
JUNIOR SCHOOL  
Vates Way, Ketley Bank, Shropshire TF7 6QW

Tel: Shropshire 612317  
Required for September 1987. Permanent, full-time scale 1 teacher for younger juniors initially.

Essential commitment to needs based learning and thematic approach. Experience in science desirable. Please state strengths and interests.

Application forms and details from the Principal (S.A.E. Required). Closing Date 5th June 1987. 110022 (43778)

## SHROPSHIRE

**WHITCHURCH CE JUNIOR**  
SCHOOL  
Selwyn Road, Whitchurch, Shropshire TF13 1PX

Tel: Whitchurch 3285  
Required for September 1987. Permanent, full-time scale 1 teacher. Applications.

Particularly welcome from qualified teachers with strong interests in curriculum development and skills. Application forms and details from the head to be returned by 8 June 1987 (S.A.E. Required). 110022 (43778)

## SHROPSHIRE

**COBOWEN CO PRIMARY**  
SCHOOL  
Oswestry, Shropshire SY11 3DA

Required for September 1987. Permanent, full-time scale 1 teacher for infants. Initially a commitment to a thematic approach.

Application forms and details from the head to be returned by 8 June 1987 (S.A.E. Required). 110022 (43778)

## SHROPSHIRE

**KATHARINE ELLIOT**  
SPECIAL SCHOOL  
Hearne Way, Monkeor, Shrewsbury, Shropshire SY5 5BL

Tel: Shrewsbury 58483  
Required for September 1987. Temporary, full-time scale 1 teacher for 1 year. Initially to work with lower secondary age pupils with special educational needs. Specialist experience and/or special educational qualifications advantageous.

Application forms and details from the Principal to be returned by 8 June 1987 (S.A.E. Required). 110022 (43778)

## SHROPSHIRE

**BASCHURCH CE**  
PRIMARY SCHOOL  
Shrewsbury, Shropshire SY7 6AU

Tel: Shrewsbury 508445  
Required for September 1987. Permanent, full-time scale 1 teacher for infants.

Please state strengths and interests. A committed Christian preferred. Application forms and details from the head to be returned by 12 June 1987 (S.A.E. Required). 110022 (43778)

## SHROPSHIRE

**SURREY EDUCATION COMMITTEE**  
BOLY TRINITY CO'S  
Addison Road, Guildford GU1 3DA

Tel: Guildford 38035  
Scale 1. Probationers welcome. An enthusiastic class teacher needed for lower middle school. Recruitment made for September 1987. A genuine interest in boys' and a willingness to share club and team responsibilities. Application forms (S.A.E. Required). 110022 (43778)

## SHROPSHIRE

**SURREY EDUCATION COMMITTEE**  
WARREN MEAD COUNTRY  
SCHOOL  
Roundwood Way, Banstead SE1 3LJ

Tel: Banstead 35275  
Scale 1. Probationers welcome. An enthusiastic class teacher needed for lower middle school. Recruitment made for September 1987. A genuine interest in boys' and a willingness to share club and team responsibilities. Application forms (S.A.E. Required). 110022 (43778)

## SHROPSHIRE

**SURREY EDUCATION COMMITTEE**  
WARREN MEAD COUNTRY  
SCHOOL  
Roundwood Way, Banstead SE1 3LJ

Tel: Banstead 35275  
Scale 1. Probationers welcome. An enthusiastic class teacher needed for lower middle school. Recruitment made for September 1987. A genuine interest in boys' and a willingness to share club and team responsibilities. Application forms (S.A.E. Required). 110022 (43778)

## SUFFOLK

**PEN PARK PRIMARY**  
SCHOOL  
Lovell Road, Westcott NR33 9RQ

5-9: Roll 502  
Required for September 1987. An experienced and enthusiastic teacher (Scale 1) able to teach across the age range (infants to 9) and willing to take full part in the life of the school.

Application forms and details available from the Headteacher of the school concerned. (S.A.E. please) to whom they should be returned. Closing date for applications: two weeks after the appearance of this advertisement. (S.A.13) 110022 (43778)

## SURREY

**EDUCATION COMMITTEE**  
SURREY COUNTY FIRST  
SCHOOL  
Surrey Heath, Farnham GU9 5LE

Full-time teacher required to teach a vertically grouped class at this first school. Details from the Headteacher (S.A.E. please) available from (43778) 110022 (43778)

## SURREY

**EDUCATION COMMITTEE**  
MIDDLE SCHOOL  
Grange Road, Guildford GU1 3DA

Class Teacher required for September 1987. An enthusiastic, energetic and lively teacher required for class of 25-30 children. Essential to teach essential state interests.

Application form and details from the Headteacher (S.A.E. please) available from (43778) 110022 (43778)

## SURREY

**EDUCATION COMMITTEE**  
HALS COUNTY FIRST  
SCHOOL  
Upper Hale, Farnham, Surrey

Permanent Scale 1 post for an enthusiastic, energetic and lively teacher required for class of 25-30 children. Essential to teach essential state interests.

Application form and details from the Headteacher (S.A.E. please) available from (43778) 110022 (43778)

## SURREY

**EDUCATION COMMITTEE**  
SURREY COUNTY FIRST  
SCHOOL  
Dorridge, Surrey GU24 2BA

Class Teacher required for September 1987. An enthusiastic, energetic and lively teacher required for class of 25-30 children. Essential to teach essential state interests.

Application form and details from the Headteacher (S.A.E. please) available from (43778) 110022 (43778)

## SURREY

**EDUCATION COMMITTEE**  
HARVEY GREEN COUNTRY  
SCHOOL  
The Pitt, Green Lane, Wokingham RG4 3AB

Class Teacher required for September 1987. An enthusiastic, energetic and lively teacher required for class of 25-30 children. Essential to teach essential state interests.

Application form and details from the Headteacher (S.A.E. please) available from (43778) 110022 (43778)

## SURREY

**EDUCATION COMMITTEE**  
BANSTED COUNTRY FIRST  
SCHOOL  
Avenue Road, Banstead SM7 2LJ

Scale 1 Teacher required for September 1987. A paragon of interest in teaching. Visits to reception class desirable. 1987. Interested applicants should contact the Headteacher. (S.A.13) 110022 (43778)

## SURREY

**EDUCATION COMMITTEE**  
MIDDLE SCHOOL  
Surrey Heath, Farnham GU9 5LE

Class Teacher required for September 1987. An enthusiastic, energetic and lively teacher required for class of 25-30 children. Essential to teach essential state interests.

Application form and details from the Headteacher (S.A.E. please) available from (43778) 110022 (43778)

## SURREY

**EDUCATION COMMITTEE**  
WARREN MEAD COUNTRY  
SCHOOL  
Roundwood Way, Banstead SE1 3LJ

Scale 1. Probationers welcome. An enthusiastic class teacher needed for lower middle school. Recruitment made for September 1987. A genuine interest in boys' and a willingness to share club and team responsibilities. Application forms (S.A.E. Required). 110022 (43778)

## SURREY

**EDUCATION COMMITTEE**  
WARREN MEAD COUNTRY  
SCHOOL  
Roundwood Way, Banstead SE1 3LJ

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Scale 1. Probationers welcome. An enthusiastic class teacher needed for lower middle school. Recruitment made for September 1987. A genuine interest in boys' and a willingness to share club and team responsibilities. Application forms (S.A.E. Required). 110022 (43778)

## SURREY

**EDUCATION COMMITTEE**  
ST JOHN'S COUNTRY FIRST  
SCHOOL  
Pendleton Road, Redhill RH5 4PS

1987/88. Scale 1. Teacher required for September 1987. An enthusiastic, energetic and lively teacher required for class of 25-30 children. Essential to teach essential state interests.

Application form and details from the Headteacher (S.A.E. please) available from (43778) 110022 (43778)

## SURREY

**EDUCATION COMMITTEE**  
THAMES DITON COUNTRY  
SCHOOL  
Church Lane, Dutton Road, Dutton KT7 9NW

Scale 1 post available from September 1987 for an enthusiastic class teacher who enjoys developing a broad, balanced, and challenging curriculum. Musical and artistic interests welcome. Probationers welcome. Application forms and details from the Headteacher (S.A.E. please) available from (43778) 110022 (43778)

## SURREY

**EDUCATION COMMITTEE**  
SURREY COUNTY FIRST  
SCHOOL  
Surrey Heath, Farnham GU9 5LE

Full-time teacher required to teach a vertically grouped class at this first school. Details from the Headteacher (S.A.E. please) available from (43778) 110022 (43778)

## SURREY

**EDUCATION COMMITTEE**  
MIDDLE SCHOOL  
Grange Road, Guildford GU1 3DA

Class Teacher required for September 1987. An enthusiastic, energetic and lively teacher required for class of 25-30 children. Essential to teach essential state interests.

Application form and details from the Headteacher (S.A.E. please) available from (43778) 110022 (43778)

## SURREY

**EDUCATION COMMITTEE**  
HALS COUNTY FIRST  
SCHOOL  
Upper Hale, Farnham, Surrey

Permanent Scale 1 post for an enthusiastic, energetic and lively teacher required for class of 25-30 children. Essential to teach essential state interests.

Application form and details from the Headteacher (S.A.E. please) available from (43778) 110022 (43778)

## SURREY

**EDUCATION COMMITTEE**  
SURREY COUNTY FIRST  
SCHOOL  
Dorridge, Surrey GU24 2BA

Class Teacher required for September 1987. An enthusiastic, energetic and lively teacher required for class of 25-30 children. Essential to teach essential state interests.

Application form and details from the Headteacher (S.A.E. please) available from (43778) 110022 (43778)

## SURREY

**EDUCATION COMMITTEE**  
HARVEY GREEN COUNTRY  
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The Pitt, Green Lane, Wokingham RG4 3AB

Class Teacher required for September 1987. An enthusiastic, energetic and lively teacher required for class of 25-30 children. Essential to teach essential state interests.

Application form and details from the Headteacher (S.A.E. please) available from (43778) 110022 (43778)

## SURREY

**EDUCATION COMMITTEE**  
BANSTED COUNTRY FIRST  
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Avenue Road, Banstead SM7 2LJ

Scale 1 Teacher required for September 1987. A paragon of interest in teaching. Visits to reception class desirable. 1987. Interested applicants should contact the Headteacher. (S.A.13) 110022 (43778)

## SURREY

**EDUCATION COMMITTEE**  
MIDDLE SCHOOL  
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Class Teacher required for September 1987. An enthusiastic, energetic and lively teacher required for class of 25-30 children. Essential to teach essential state interests.

Application form and details from the Headteacher (S.A.E. please) available from (43778) 110022 (43778)

## SURREY

**EDUCATION COMMITTEE**  
WARREN MEAD COUNTRY  
SCHOOL  
Roundwood Way, Banstead SE1 3LJ

Scale 1. Probationers welcome. An enthusiastic class teacher needed for lower middle school. Recruitment made for September 1987. A genuine interest in boys' and a willingness to share club and team responsibilities. Application forms (S.A.E. Required). 110022 (43778)

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# MIDDLE SCHOOL EDUCATION

## Scale 2 Posts and above

### HERTFORDSHIRE

**RALPH RADLEIGH**  
COUNTY MIDDLE SCHOOL  
Station Road, Hemel Hempstead,  
Herts. HX1 2LH.  
Tel: Ware 821042  
Head: Mr. W.J.C. Donnelly

Required for September 1987, an enthusiastic full-time teacher for SCIENCE, Scale 1 or 11 for a suitably experienced teacher. Apply by letter to the Headmaster, giving full particulars of qualifications, together with the names of two referees.

The County Council operates a generous recruitment incentive scheme. (37800) 124830

## ERNULF COMMUNITY SCHOOL, St Neots, Huntingdon, Cambs. HUNTINGDON AREA

### PRINCIPAL

Group 11  
plus community allowance £2,492

Applications are invited from suitably qualified and experienced teachers for the Headship of this mixed 11-18 comprehensive school of 1,100 pupils.

Application forms and further details from the Senior Area Education Office, Gazeley House, Princes Street, Huntingdon, Cambs PE18 6NS. Closing date 8th June 1987.

## CAMBRIDGESHIRE

An Equal Opportunity Employer

## Cheshire

**NORTON PRIORY COUNTY COMPREHENSIVE SCHOOL**  
Castlefields Avenue East  
Runcorn  
WA7 2NT

### HEAD TEACHER

The salary is within the range of Group 12 plus the Social Priority Allowance plus the Special Class Allowance.

Application forms and further details available from the District Education Officer, Grosvenor House, Shopping City, Runcorn, Cheshire. Telephone Runcorn 704412 to whom completed application forms should be returned by 5 June 1987.

## Other than by Subject Classification

### Scale 2 Posts and above

#### SHROPSHIRE

**BROOKSIDE COUNTY MIDDLE SCHOOL**  
Beaconsfield, Brookside,  
Telford, Shropshire TF3 1LG  
Tel: Telford 592431  
9-13 Middle School

Required for September 1987, Permanent, Full-time scale 3 Teacher of general subjects with French or Science specialism. Further details available from the Headmaster (35590) 125650

Application forms and details from the Head to be returned by 1st June 1987 (SAB required) (35590) 125650

## Scale 1 Posts

### Deputy Headships

#### Second Masters/Mistresses

#### EALING

**LONDON BOROUGH OF EALING EDUCATION SERVICE**  
CLAY MEADOW MIDDLE SCHOOL  
St. Paul's Road, Southall, Middlesex UB8 3JF

General class teacher required for September for this newly opened multiethnic school. Scale 1, a salary for suitably qualified applicants. Please state special strengths and interests. Further details available from the Headmaster (35590) 125650

Application forms and details from the Head to be returned by 1st June 1987 (SAB required) (35590) 125650

#### HERTFORDSHIRE

**NOVIA MIDDLE SCHOOL**  
Burns Road, Royston, Herts SG8 5LH  
Head: Mr. D. V. Davies  
Tel: Royston (0763) 41355

Required for September 1987, an enthusiastic teacher of general subjects to work initially with our 9-11 age group. A knowledge of good primary practice and of some teaching techniques is essential. An interest in reading and writing would be especially welcome. Letters of application and c.v. together with the names of two referees should be sent to the Headmaster as soon as possible. Prospective candidates are invited to visit the school beforehand if they so wish. (34817) 125623

#### KIRKLEES

**METROPOLITAN COUNCIL**  
DIRECTORATE OF EDUCATIONAL SERVICES  
SCISSETT MIDDLE SCHOOL  
Buckler Lane, Scissett, Huddersfield HD8 9JX  
Ref: 1882

Required for June 8th, 1987 a temporary SCAL 11 class teacher of General Subjects in this 10-13 middle school.

The post is temporary to cover the maternity leave of the permanent post holder.

Application forms and further details (S.A.E. & plans) from the Headmaster at the school to whom completed forms should be returned within 14 days of this advertisement.

Kirklees operates an Equal Opportunity Policy full details of which will be sent on application (37856) 125652

Application forms and further details available from the District Education Officer, Grosvenor House, Shopping City, Runcorn, Cheshire. Telephone Runcorn 704412 to whom completed application forms should be returned by 5 June 1987.

## Secondary Education

### Headships

**BERKSHIRE**  
CISLANTERS SCHOOL,  
Charters Road, Burnhamstead,  
NOR: 1155 (includes 110 in 5th form)  
Required for January 1988 a Headteacher for this Group 18 Co-Educational Mixed Comprehensive School.

Application form and further details from the Director of Education, (Ref: PDC), Shire Hall, Banbury, Oxon OX1 1JH. Closing date: 8th June 1987. An Equal Opportunity Employer (38000) 130010

**KENT**  
COUNTY COUNCIL  
EDUCATION DEPARTMENT  
NORTH KENT AREA  
OILLINGHAM, THE HOWARD  
GRANDPARK/SECONDARY  
School  
Downway Way, Rainham,  
Kent ME20 5JH  
Age Range 11-19  
Applications are invited from suitably qualified and enthusiastic teachers to join a thriving and successful community school. The successful candidate will be responsible for the school and will be involved in all aspects of school management. Full c.v. and names of referees to be sent to the Headmaster as soon as possible. Prospective candidates are invited to visit the school beforehand if they so wish. (34817) 125623

**BUCKINGHAMSHIRE**  
BRIDGEMAN MIDDLE SCHOOL  
Bridgeman Road, High Wycombe, Bucks HP12 3JH  
Required for September 1987, an enthusiastic teacher of general subjects to work initially with our 9-11 age group. A knowledge of good primary practice and of some teaching techniques is essential. An interest in reading and writing would be especially welcome. Letters of application and c.v. together with the names of two referees should be sent to the Headmaster as soon as possible. Prospective candidates are invited to visit the school beforehand if they so wish. (34817) 125623

**GLoucestershire**  
Please see display advertisement on page 57. (31982) 131020

**SUFFOLK**  
COUNTY COUNCIL  
Advisory Teacher for young children with Special Education. Scale 2 posts. (34814) 131020

**Scale 1 Posts**  
In this multi-cultural school and community college.

Application forms and further particulars from the Head Mr. J. Marker BA., at Barrs Hill School & Community College, Radford Road, Coventry CV1 4BU to be returned by 5 June 1987.

We welcome applications from men and women regardless of disability, race or marital status.

## BURY

**METROPOLITAN BOROUGH OF BURY**  
An Equal Opportunity Employer  
EDUCATION DEPARTMENT  
TEACHER (SCALE 1)  
Required for 1st September 1987 at Radcliffe High School, Abdon Street, Radcliffe, Manchester M26 0AN for Special Needs.

Applicants by letter including full curriculum vitae together with the names and addresses of two referees to the Head Teacher at the school by 15th June 1987 from whom further details can be obtained. Tel: 0204 753 210. (38005) 131022

## ENFIELD

**LONDON BOROUGH OF ENFIELD**  
AYLWARD SCHOOL  
Wilbury Way, London N18 1SL  
Mixed Comprehensive 11-18.

Required September 1987, suitably qualified and enthusiastic teacher to join a thriving and forward looking school. This is a temporary one year post. A scale 2 will be available for a candidate able to assist with the organisation of the department.

Applicants by letter, with c.v., giving names, addresses and telephone numbers of two referees to the Headteacher at the school by Wednesday 3rd June 1987. Closing date 5th June 1987. Equal opportunity. (34496) 131022

**HAMPSHIRE**  
OAKLANDS COMMUNITY SCHOOL  
Fairfax Road, Southampton SO10 1JH  
Required January (or earlier) Deputy Head Group 10. A person is sought with experience of curriculum innovation, a knowledge of good primary practice and of some teaching techniques is essential. An interest in reading and writing would be especially welcome. Letters of application and c.v. together with the names of two referees should be sent to the Headmaster as soon as possible. Prospective candidates are invited to visit the school beforehand if they so wish. (34817) 125623

**KENT**  
COUNTY COUNCIL  
EDUCATION DEPARTMENT  
NORTH KENT AREA  
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**KIRKLEES**  
METROPOLITAN COUNCIL  
DIRECTORATE OF EDUCATIONAL SERVICES  
SCISSETT MIDDLE SCHOOL  
Buckler Lane, Scissett, Huddersfield HD8 9JX  
Ref: 1882

Required for June 8th, 1987 a temporary SCAL 11 class teacher of General Subjects in this 10-13 middle school.

The post is temporary to cover the maternity leave of the permanent post holder.

Application forms and further details (S.A.E. & plans) from the Headmaster at the school to whom completed forms should be returned within 14 days of this advertisement.

Kirklees operates an Equal Opportunity Policy full details of which will be sent on application (37856) 125652

Application forms and further details available from the District Education Officer, Grosvenor House, Shopping City, Runcorn, Cheshire. Telephone Runcorn 704412 to whom completed application forms should be returned by 5 June 1987.

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Required for September 1987, an enthusiastic teacher of general subjects to work initially with our 9-11 age group. A knowledge of good primary practice and of some teaching techniques is essential. An interest in reading and writing would be especially welcome. Letters of application and c.v. together with the names of two referees should be sent to the Headmaster as soon as possible. Prospective candidates are invited to visit the school beforehand if they so wish. (34817) 125623

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Advisory Teacher for young children with Special Education. Scale 2 posts. (34814) 131020

**Scale 1 Posts**  
In this multi-cultural school and community college.

Application forms and further particulars from the Head Mr. J. Marker BA., at Barrs Hill School & Community College, Radford Road, Coventry CV1 4BU to be returned by 5 June 1987.

We welcome applications from men and women regardless of disability, race or marital status.

**BARRS HILL SCHOOL & COMMUNITY COLLEGE, Group 10 (844 on roll).**  
Required September 1987 or January 1988.

Applications are invited from well qualified teachers with proven leadership qualities and Senior Management experience for the post of

**Deputy Head**  
In this multi-cultural school and community college.

Application forms and further particulars from the Head Mr. J. Marker BA., at Barrs Hill School & Community College, Radford Road, Coventry CV1 4BU to be returned by 5 June 1987.

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We welcome applications from men and women regardless of disability, race or marital status.

## ISLE OF WIGHT

**MEDINA HIGH SCHOOL**  
2700 Road, Newport, IW PO30 2JH  
Age range 13-18 years  
150 on roll. 1987-88  
Required for September 1987, an enthusiastic teacher to join the Remedial and Special Needs Department.

Applicants by letter including full curriculum vitae together with the names and addresses of two referees to the Head Teacher at the school by 15th June 1987 from whom further details can be obtained. Tel: 01983 51022

## RICHMOND UPON THAMES

**LONDON BOROUGH OF RICHMOND UPON THAMES**  
(An equal opportunity employer)  
SHANE SCHOOL  
Park Avenue, East Sheen, London SW14 8JH  
Tel: 01-876 888

Shane School is an 11-16 Comprehensive School (approx 850 pupils on roll) set in pleasant surroundings close to Richmond Park.

Required for September 1987 for one term only, a teacher to work with special needs department of this 11-16 Comprehensive School. The post will involve a full range of work with special needs in the lower school.

Applicants by letter, with c.v., giving names, addresses and telephone numbers of two referees to the Headteacher at the school by Wednesday 3rd June 1987. Closing date 5th June 1987. Equal opportunity. (34496) 131022

**SURREY**  
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Kent ME20 5JH  
Age Range 11-19  
Applications are invited from suitably qualified and enthusiastic teachers to join a thriving and successful community school. The successful candidate will be responsible for the school and will be involved in all aspects of school management. Full c.v. and names of referees to be sent to the Headmaster as soon as possible. Prospective candidates are invited to visit the school beforehand if they so wish. (34817) 125623

**KENT**  
COUNTY COUNCIL  
EDUCATION DEPARTMENT  
NORTH KENT AREA  
OILLINGHAM, THE HOWARD  
GRANDPARK/SECONDARY  
School  
Downway Way, Rainham,  
Kent ME20 5JH  
Age Range 11-19  
Applications are invited from suitably qualified and enthusiastic teachers to join a thriving and successful community school. The successful candidate will be responsible for the school and will be involved in all aspects of school management. Full c.v. and names of referees to be sent to the Headmaster as soon as possible. Prospective candidates are invited to visit the school beforehand if they so wish. (34817) 125623

**KIRKLEES**  
METROPOLITAN COUNCIL  
DIRECTORATE OF EDUCATIONAL SERVICES  
SCISSETT MIDDLE SCHOOL  
Buckler Lane, Scissett, Huddersfield HD8 9JX  
Ref: 1882

Required for June 8th, 1987 a temporary SCAL 11 class teacher of General Subjects in this 10-13 middle school.

The post is temporary to cover the maternity leave of the permanent post holder.

Application forms and further details (S.A.E. & plans) from the Headmaster at the school to whom completed forms should be returned within 14 days of this advertisement.

Kirklees operates an Equal Opportunity Policy full details of which will be sent on application (37856) 125652

Application forms and further details available from the District Education Officer, Grosvenor House, Shopping City, Runcorn, Cheshire. Telephone Runcorn 704412 to whom completed application forms should be returned by 5 June 1987.

**BUCKINGHAMSHIRE**  
BRIDGEMAN MIDDLE SCHOOL  
Bridgeman Road, High Wycombe, Bucks HP12 3JH  
Required for September 1987, an enthusiastic teacher of general subjects to work initially with our 9-11 age group. A knowledge of good primary practice and of some teaching techniques is essential. An interest in reading and writing would be especially welcome. Letters of application and c.v. together with the names of two referees should be sent to the Headmaster as soon as possible. Prospective candidates are invited to visit the school beforehand if they so wish. (34817) 125623

**GLoucestershire**  
Please see display advertisement on page 57. (31982) 131020

**SUFFOLK**  
COUNTY COUNCIL  
Advisory Teacher for young children with Special Education. Scale 2 posts. (34814) 131020

**Scale 1 Posts**  
In this multi-cultural school and community college.

Application forms and further particulars from the Head Mr. J. Marker BA., at Barrs Hill School & Community College, Radford Road, Coventry CV1 4BU to be returned by 5 June 1987.

We welcome applications from men and women regardless of disability, race or marital status.

**BARRS HILL SCHOOL & COMMUNITY COLLEGE, Group 10 (844 on roll).**  
Required September 1987 or January 1988.

Applications are invited from well qualified teachers with proven leadership qualities and Senior Management experience for the post of

**Deputy Head**  
In this multi-cultural school and community college.

Application forms and further particulars from the Head Mr. J. Marker BA., at Barrs Hill School & Community College, Radford Road, Coventry CV1 4BU to be returned by 5 June 1987.

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We welcome applications from men and women regardless of disability, race or marital status.

# Leicestershire

Please contact the Headteacher for further details and application forms (S.A.E.).

## SECONDARY:

### SCALE 4

**VALE OF CATHOSE COMMUNITY COLLEGE, Old Oakham, Leics. (11-18). NOR 883.**  
HEAD OF MATHEMATICS — Required September for this need comprehensive school a well qualified mathematics teacher to lead a highly successful maths team. Experience in preparing candidates "early" for public exams and an awareness of and empathy with CMP and SMG teaching modes essential.

**SCALE 3**  
**CASTLE DONINGTON COMMUNITY COLLEGE, Mount Pleasant, Castle Donington, Derby DE7 2LN. (11-14). NOR 890.**

**MIDLAND LANGUAGES** — Required 1st September head of Modern Languages Scale 3. An enthusiastic experienced and qualified teacher of French and German is required to head the Modern Languages department in this 10 to 14 Community College. Knowledge and experience of E.M.C.R.A.F. is essential.

**CITY OF LEICESTER SCHOOL, Downing Drive, Leicester LE5 6LN. (11-18). NOR 1380.**  
SCHOOL — Head of Sociology required September. The subject is taught to GCSE and 'A' level. It is heavily structured, extremely successful and popular.

**WILTON VI FORM COLLEGE, Barleythorpe Road, Oakham, Leics. LE15 6QH. NOR 406.**  
HEAD OF BIOLOGY — Required for September. Owing to expansion the Headship of a highly successful department with the Faculty of Science and Technology. Further details and application forms available from the Principal (S.A.E.).

**KING EDWARD VII Upper School, Burton Road, Melton Mowbray LE13 1DW. NOR 1420.**  
P.E. — Required September, to join a lively and developing faculty the person appointed will be expected to contribute to the development of the P.E. curriculum.

**INTEGRATED HUMANITIES/GEOPHYSICS** — Required September to join a lively and developing faculty. The post presents a real opportunity to assist developing the humanities curriculum.

**SCALE 1**  
**GRAMMAR SCHOOL, Leicester Road, Ashby de la Zouch LE19 1AH. (14-18). NOR 1255.**  
MATHEMATICS — Required September for large and successful department.

**MANROE HIGH SCHOOL AND COMMUNITY COLLEGE, North Street, Ashby de la Zouch. (11-14). NOR 840.**  
P.E. — Required for September a specialist to teach the full range of mixed P.E. and Boys' Games. State other subject if available.

**LONGSLADE COLLEGE, Warrilow Lane, Birstall, Leicestershire LE4 6PH. (14-18). NOR 1028.**  
Drama — Required September, a teacher of drama and humanities, keen to teach drama in a modular framework and contributing to learning across the curriculum.

**BUSINESS STUDIES** — Required September, a teacher of Business Studies and Humanities to join a lively and innovative faculty team.

**DESIGN** — Required September, the person will be expected to take responsibility for a metalwork shop and to help develop links between Industrial Design and Technology. Teaching would be as a member of a team involved in GCSE Design. The ability to take part in future developments of "Technology for All" would be an advantage.

**SCALE 3**  
**GLENFIELD COUNTY PRIMARY SCHOOL, Stamford Street, Glenfield, Leicestershire LE3 8DL. NOR 320.**  
Required September, a suitably experienced and enthusiastic primary teacher to co-ordinate and develop work in the lower school classes (5-7 years).

**SCALE 2**  
**RICHMOND MIDDLEFIELD PRIMARY SCHOOL, Station Road, Hinckley LE10 3EA. NOR 417.**  
Required September, a teacher for top juniors who would run the School Drama Club. Good knowledge of primary science essential. Experience of boys' games and outdoor pursuits would be an advantage.

**BRAUNSTONE HALL JUNIOR SCHOOL, Braunstone Park, Leicestershire LE3 1HX. NOR 184.**  
Required September, teacher with responsibility for Music throughout the school.

**LEIGHFIELD PRIMARY SCHOOL, Newtown Road, Uppingham LE15 9TS. NOR 158.**  
Required September, an experienced and innovative teacher with a willingness to take an active part in the life of the school.

**HOLY CROSS R.C. (AIDED) PRIMARY SCHOOL, Stoney Avenue, Leicestershire LE2 6TY. NOR 250.**  
Required September, teacher for top infants/lower juniors. Interest in Art and Music.

**WILTSHIRE**  
Please see display advertisement on page 49.

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**WYGGESTON COLLEGIATE, Regent Road, Leicester LE1 7LW. (14-18). NOR 700.**  
PE — Required September. Interest in a wide range of games. Football, rugby, cricket essential. Interest in P.E. as an examination subject would be useful.

**PSYCHOLOGY** — Required September, teacher of Psychology to 'A' level.

**ENGLISH & DRAMA** — Required September, to teach both subjects and to develop Drama within the college.

**BURLEIGH COLLEGE, Thorpe Hill, Loughborough LE11 0SQ. (14-18). NOR 1402.**  
BUSINESS EDUCATION — Required September a teacher to work in an active and expanding Department offering 'A' level GCSE's and modular courses. The teaching programme could include 'A' level Economics/Business Studies GCSE Business Education courses and possibly elementary key-board. Scale 1 subject to MSC funding.

**ELLISTOWN COUNTY PRIMARY SCHOOL, Whitehill Road, Ellistown, Leics. LE1 1EN. NOR 119.**  
Required September, an experienced, enthusiastic and committed part-time Junior teacher (0.5).

**GREAT BOWDEN C. of E. PRIMARY SCHOOL, Gunnersbrook Close, Off Main Street, Great Bowden, Market Harborough, Leics LE16 7HZ. NOR 64.**  
Required September, an energetic, enthusiastic and adaptable primary teacher for this small open plan primary school. Boys games and music an advantage.

**RICHMOND MIDDLEFIELD PRIMARY SCHOOL, Stoke Road, Hinckley, NOR 417.**  
Required September, an experienced, high calibre reception teacher, familiar with team teaching and able to make























Head at the school.























## Independent Schools

## By Subject Classification

## Art and Design

## Other Assistants

## AVON

## ST. BRANDON'S SCHOOL

Girls' Boarding and Day School. 350 pupils.

Required for September 1987, a teacher of ART to be responsible for the teaching of all visual arts in a variety of media up to C.C.E. Advanced Level. An enthusiastic, creative and well-qualified teacher with a strong background in practical and theoretical art.

Salary in accordance with the school's scale of remuneration for teachers. A reasonable allowance is available for a suitably qualified teacher.

Applications, in writing, with the names and addresses of two referees, should be sent to the Headmaster, St. Brandon's School, Clevedon, Avon BN1 7JL. 181224

## HERTFORDSHIRE

## ST. MARGARET'S SCHOOL

Boys' Independent, day and boarding, 400 girls.

Wanted for September a part-time teacher of Pottery and to undertake some Junior Art teaching. Some painting and drawing, to be in a thriving and well-equipped art and craft centre.

Teaching time-table is likely. For further details and application form, please write to the School Secretary at the above address. (37586) 181224

## LONDON EC4

## CITY OF LONDON SCHOOL

Headmaster, 1000 pupils.

A part-time Pottery teacher is required for September 1987 to teach printmaking throughout the school. Experience and enthusiasm are essential. 5.00 hrs teaching time-table.

Salary substantially above baker. The school moved in summer of last year to magnificent newly-built premises on a riverside site near City. The school has excellent studios overlooking the Thames.

Applications, accompanied by a curriculum vitae and the names and addresses of two referees, should be sent to the Headmaster, City of London School, Queen Victoria Street, London EC4V 3AL (01-489 1011) or to the School Secretary at the above address. (34741) 181224

## OXFORD

## ST. CLARE'S

Teacher of Art History and Design.

At Sixth Form level from 1st September 1987. The appointment is initially part-time (2.5 hours per week) but may develop into a full-time position. The salary is in the range of £12,000 to £15,000 in September moving to the main professional grade of £16,000 to £18,000 in October. The post-holder may have the opportunity to work in Corsica, Florence and Venice in the summer.

Applications to The Principal, St. Clare's, Oxford, 139 Banbury Road, Oxford OX2 7AL. (01870) 181224

## SURREY

## THE ROYAL NAVAL SCHOOL

Headmaster, 1000 pupils.

Required for September 1987 a well-qualified teacher of Art and Design to teach through the Senior School to G.C.S.E. and G.C.E. 'A' Level. Married candidates will be accepted on condition of responsibility for a small child. The boarding house would be particularly welcome, but this is not essential.

Letters of application, together with a curriculum vitae and the names of two referees, to the Headmaster, The Royal Naval School, Gosport, Hampshire GU14 7JL. (01703) 181224

## SURREY

## THE ROYAL NAVAL SCHOOL

Headmaster, 1000 pupils.

Required for September 1987 or January 1988, a qualified teacher to share the art and design teaching throughout the school to G.C.S.E. and G.C.E. 'A' Level. An interest in pottery an advantage. There is a small child. The boarding house would be particularly welcome, but this is not essential.

Letters of application, together with a curriculum vitae and the names of two referees, to the Headmaster, The Royal Naval School, Gosport, Hampshire GU14 7JL. (01703) 181224

## SUSSEX

## ARDINLEY COLLEGE

Headmaster, 1000 pupils.

Required for September 1987, a specialist graduate to teach Art with a bias towards Fashion and Textiles to G.C.S.E. and A Level. The position would be ideal for a single person, happy to take on a residential responsibility in either a boys' or a girls' house.

Apply to the Headmaster, Ardinley College, Ardinley, Hove, Sussex BN1 7JL. (01273) 181224

## WILTSHIRE

## GODOLPHIN SCHOOL

Headmaster, 1000 pupils.

Required for September 1987 a graduate to teach Computer Studies to G.C.S.E. and Sixth Form non-examination courses. (Part-time 0.5).

Apply in writing with CV and names and addresses of two referees to the Headmistress, Godolphin School, Salisbury, Wiltshire. (01202) 181224

## LONDON SW19

## WILTON SCHOOL

Headmaster, 1000 pupils.

Required for September 1987 a graduate to teach Computer Studies to G.C.S.E. and Sixth Form non-examination courses. (Part-time 0.5).

Apply in writing with CV and names and addresses of two referees to the Headmistress, Wilton School, Wiltshire. (01202) 181224

## LONDON W13

## EALING COLLEGE UPPER SCHOOL

Headmaster, 1000 pupils.

Required for September 1987 a graduate to teach Computer Studies to G.C.S.E. and Sixth Form non-examination courses. (Part-time 0.5).

Apply in writing with CV and names and addresses of two referees to the Headmistress, Ealing College Upper School, Ealing, London. (0181) 181224

## LONDON W10

## MODERN TUTORIAL

Headmaster, 1000 pupils.

Required for September 1987 a graduate to teach Computer Studies to G.C.S.E. and Sixth Form non-examination courses. (Part-time 0.5).

Apply in writing with CV and names and addresses of two referees to the Headmistress, Modern Tutorial, London. (0181) 181224

## LONDON W10

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Apply in writing with CV and names and addresses of two referees to the Headmistress, Modern Tutorial, London. (0181) 181224

## LONDON SE22

## JAMES ALLEN'S GIRLS' SCHOOL

Headmaster, 1000 pupils.

Required for September 1987, a specialist graduate to teach Art with a bias towards Fashion and Textiles to G.C.S.E. and A Level. The position would be ideal for a single person, happy to take on a residential responsibility in either a boys' or a girls' house.

Apply to the Headmaster, James Allen's Girls' School, London SE22. (0181) 181224

## LONDON SW19

## WILTON SCHOOL

Headmaster, 1000 pupils.

Required for September 1987 a graduate to teach Computer Studies to G.C.S.E. and Sixth Form non-examination courses. (Part-time 0.5).

Apply in writing with CV and names and addresses of two referees to the Headmistress, Wilton School, Wiltshire. (01202) 181224

## LONDON W13

## EALING COLLEGE UPPER SCHOOL

Headmaster, 1000 pupils.

Required for September 1987 a graduate to teach Computer Studies to G.C.S.E. and Sixth Form non-examination courses. (Part-time 0.5).

Apply in writing with CV and names and addresses of two referees to the Headmistress, Ealing College Upper School, Ealing, London. (0181) 181224

## LONDON W10

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Headmaster, 1000 pupils.

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## ARDINLEY COLLEGE

Headmaster, 1000 pupils.

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Apply to the Headmaster, Ardinley College, Ardinley, Hove, Sussex BN1 7JL. (01273) 181224

## WILTSHIRE

## GODOLPHIN SCHOOL

Headmaster, 1000 pupils.

Required for September 1987 a graduate to teach Computer Studies to G.C.S.E. and Sixth Form non-examination courses. (Part-time 0.5).

Apply in writing with CV and names and addresses of two referees to the Headmistress, Godolphin School, Salisbury, Wiltshire. (01202) 181224

## LONDON SW19

## WILTON SCHOOL

Headmaster, 1000 pupils.

Required for September 1987 a graduate to teach Computer Studies to G.C.S.E. and Sixth Form non-examination courses. (Part-time 0.5).

Apply in writing with CV and names and addresses of two referees to the Headmistress, Wilton School, Wiltshire. (01202) 181224

## LONDON W13

## EALING COLLEGE UPPER SCHOOL

Headmaster, 1000 pupils.

Required for September 1987 a graduate to teach Computer Studies to G.C.S.E. and Sixth Form non-examination courses. (Part-time 0.5).

Apply in writing with CV and names and addresses of two referees to the Headmistress, Ealing College Upper School, Ealing, London. (0181) 181224

## LONDON W10

## MODERN TUTORIAL

Headmaster, 1000 pupils.

Required for September 1987 a graduate to teach Computer Studies to G.C.S.E. and Sixth Form non-examination courses. (Part-time 0.5).

Apply in writing with CV and names and addresses of two referees to the Headmistress, Modern Tutorial, London. (0181) 181224

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## HERTFORDSHIRE

## THE HABERDASHERS' SCHOOL

Headmaster, 1000 pupils.

Required for September 1987, a specialist graduate to teach Art with a bias towards Fashion and Textiles to G.C.S.E. and A Level. The position would be ideal for a single person, happy to take on a residential responsibility in either a boys' or a girls' house.

Apply to the Headmaster, The Haberdashers' School, Hertfordshire. (01438) 181224

## HERTFORDSHIRE

## ST. MARGARET'S SCHOOL

Headmaster, 1000 pupils.

Required for September 1987 a graduate to teach Computer Studies to G.C.S.E. and Sixth Form non-examination courses. (Part-time 0.5).

Apply in writing with CV and names and addresses of two referees to the Headmistress, St. Margaret's School, Hertfordshire. (01438) 181224

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Apply to the Headmaster, Ardinley College, Ardinley, Hove, Sussex BN1 7JL. (01273) 181224

## WILTSHIRE

## GODOLPHIN SCHOOL

Headmaster, 1000 pupils.

Required for September 1987 a graduate to teach Computer Studies to G.C.S.E























## Youth and Community Service

**KENT COUNTY COUNCIL**  
EDUCATION DEPARTMENT  
VOLUNTARY SERVICE UNIT  
See advertisement under  
Secondary School  
Notice Scale 1: 440000  
192541

**WINCHESTER**  
DETACHED YOUTH WORK  
PROJECT  
Full-time Detached Youth  
Worker required to work in  
Winchester City Centre  
on a full-time basis. Salary  
£11,000 p.a. plus benefits.  
Details from: Youth Officer,  
Lymington, Hampshire,  
Winchester, SO1 1AA.  
1911 June 1987. 440000  
(24310)

**BRISTOL**  
DIocese of Bristol  
YOUTH OFFICER  
Required in September or as  
soon as possible thereafter  
to work in the Diocese of  
Bristol. The Youth Officer  
will be responsible for the  
development of youth work  
in the Diocese. The Youth  
Officer will be based in  
Bristol. Details from: Youth  
Officer, Diocese of Bristol,  
Great George Street, Bristol  
BS1 1AA. Applications by 10th June  
1987. (28020) 440000

**HEREFORD AND WORCESTER**  
COUNTY COUNCIL  
YOUTH SERVICE  
Full-time youth worker  
required at Warndon  
Youth Centre, Worcester.  
Salary: £11,000 p.a. plus  
benefits. Details from: Youth  
Officer, County Council,  
County Education Office,  
Cathedral Street, Worcester  
WR1 3AG. Please enclose  
recent stamped address-  
envelope.  
Closing date 5th June  
1987. (34744) 440000

**Leisure Services/Youth and Community**  
**Assistant Youth and Community Workers**  
**£7,416-£9,309 p.a. (qualified)**  
**£6,294-£7,023 p.a. (unqualified)**  
**Youth Work Opportunities in Nottinghamshire**

Our Service is changing to meet the needs of all young people. Our new Teams of Workers will be multi-skilled to reach young people in a variety of settings. We are looking for committed workers (male or female) who are able to work in a Team and be self-motivating.

We are seeking qualified or experienced Assistant Workers in five settings. All offer a challenge and the opportunity for an imaginative Worker to undertake developmental work. All are supported by a Team Leader and are part of a larger Team.

**Sutton/Huthwaite Urban Specialist Team**  
A large part of the responsibility will be the delivery and organisation of daytime work to unemployed young people. The wider remit will be contacting young people not using existing facilities in the area. Please quote ref: JH4/145.

**Kirkby-in-Ashfield Urban Team Family of Clubs**  
A major responsibility will be the supervision of daytime work with unemployed young people. The wider remit will be contacting young people within the Units making up the Team. Please quote ref: JH5/145.

**Newark Town Centre Urban Team Family of Clubs**  
An Outreach Worker is sought to make contact with young people in Newark not using existing facilities. Please quote ref: JH6/145.

**Newark Rural Development Team**  
The Worker will be involved in bringing Youth Service provision to rural communities; both in supporting Village Clubs and establishing new provisions. The Team will have a purpose built vehicle converted with money from a Rural Development Commission grant. Please quote ref: JH7/145.

**Manfield Urban Specialist Team**  
The Worker will have responsibility for the support and supervision of work in Part-time Clubs and will make contact with young people in Manfield not using existing facilities. Please quote ref: JH8/145.

Relocation expenses where appropriate.

For further information/informal discussion contact Derek Olden on Nottm (0602) 824203.

Request for application form and job description should be made in writing to the Personnel Services Section, Leisure Services Department, Trent Bridge House, Fox Road, West Bridgford, Nottingham. Accompanied by a self-addressed envelope. Closing date 9 June. Please quote reference when applying.

An Equal Opportunity Employer.

**Nottinghamshire County Council**  
County Hall, West Bridgford  
Nottingham NG2 7DP

**HERTFORDSHIRE COUNTY COUNCIL**  
An Equal Opportunities Employer  
**CASSIO COLLEGE**  
Youth & Community Service Department  
**AREA YOUTH & COMMUNITY WORKER**

JNC 3D - 4A £9,928 - £11,984  
(Inc Fringe Allowance £282)

Experienced and qualified person required to join team of youth and community workers responsible for supporting and developing initiatives to meet the needs of young people and other community groups within South West Hertfordshire. The person appointed will have a specific geographical area of responsibility in addition to divisional duties. (Informal discussions are invited with present post holder, Mrs Pip Farmer 0823 24488).

**YOUTH & COMMUNITY WORKER (SCHOOLS LIAISON)**  
JNC 3D - 4A £9,928 - £11,984  
(Inc Fringe Allowance £282)

Applications are invited from qualified Youth & Community Workers and Teachers with Youth Work experience. You will be required to maintain and develop Youth Work provision on a large school site, currently involved in a re-development programme as well as establishing links with local schools in the division.

The successful applicant will enjoy the support of a small team of Youth & Community Workers. A commitment to anti-racist and anti-sexist work is essential.

The County operates an INSTEP endorsed Staff Development Programme. An attractive re-location scheme to a max. £8,760 plus mortgage subsidy may be available to suitable candidates.

Details and application forms (0923 31451).  
Closing date: 1 June 1987.

## YOUTH & COMMUNITY

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## OVERSEAS

**BAHRAIN**  
The Bahraini School has the following vacancies for 1987:  
1 Music Teacher - essential.  
Teacher of English Language - essential.  
Teacher of Physical Education - essential.  
The school is mixed and currently takes pupils up to the age of thirteen years.  
Salary is free of tax; free accommodation is provided; free air ticket annually; free board and lodging; free medical services.  
Please apply with full C.V. and a recent photograph with names of three referees to H. Mansfield, Cultural Attaché, Embassy of the State of Bahrain, 98 Gloucester Road, SW7 4AU. (34911) 400000

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**CHINA</**



# Primary School Teacher

Southern Somalia

Booker Agriculture International provide management, technical and consultancy services to agricultural and agro-industrial projects worldwide.

Currently, for a major sugar project we are managing in Southern Somalia, we are seeking an unmarried primary school teacher to take over the running of the company school. It caters for expatriate and local children between the ages of 5 and 9 years and numbers are small (less than 10). In view of this you may also wish to be involved in TEFL to some of the Somali staff on the project.

A qualified primary school teacher, you'll need a minimum of 3 years' teaching experience, including school administration. Preference will be given to candidates who have previously worked overseas.

A comprehensive benefits package accompanies an attractive salary and includes clothing and disturbance allowances, free accommodation and annual return air passages to the UK. The estate has its own recreational facilities, shop and clinic.

Please send full CV to P.D. Nicholas, Personnel Adviser,

**BOOKER AGRICULTURE INTERNATIONAL LTD.**  
Masters Court, Church Road, Thame, Oxon OX9 3FA.  
Tel: Thame (08442) 4600.

## OVERSEAS POSTS continued

**MADRID**  
Infant Teachers required for Sept 1987.  
Write with CV & photo to: Adm. 31074, Madrid. 460000 (34555)

**MALLORCA**  
KING'S PALMA  
Mallorca  
(Co-educational British Curriculum School, Roll 340)  
Qualified teachers required September.  
1. Geography/Economics to G.C.S.E. and A Level  
2. Science to G.C.S.E. and A level  
3. Maths/Science  
4. Kindergarten  
Excellent location and sound facilities. Local salary levels. Most suitable for single applicants or teaching couples.  
Apply IMMEDIATELY to: Mr. J. King, Palma, Juan de Sancha, 64, C/ de la Palma de Mallorca, Enclosed c.v., letter, recent photograph and contact phone number. For further information phone: Palma 46-10-11. 460000 (34555)

**PARIS**  
THE BRITISH SCHOOL OF PARIS  
(Required for September 1987 a full-time teacher of Classical Civilisation for GCSE and possibly A Level in this 11-18 co-educational independent school (HMC). Some flexibility over second subject.  
Interviews London or Paris. Letters of application with photo, CV and phone number as soon as possible to the Headmaster, A.W. Livingstone-Smith, D.A. Ltd., British School of Paris, 38 Quai de Seine, France, from which further details are available Tel: 33 1 35 76 28 00 (34555) 460000

**SPAIN**  
Qualified and experienced EFL teachers wanted for Barcelona and Mallorca starting and September.  
Send full CV and photograph to: Yes School of English, Capitan Avenue, 18 Barcelona, Progreso Idiomas, Plaza Pizarro 12, Palma de Mallorca. (37381) 460000

## SPAIN

Rapidly expanding chain of schools in Catalonia (N.E. Spain) will have several vacancies for EFL teachers, some to start in July, others October. Interview in Oxford, (England), early June.  
Send CV, photo and tel. no. (with STD code), starting availability: Oxford, House, Apartado 871, Venderel, (Tarragona), Spain. 460000 (37388)

## SPAIN

Experienced proficiency and F.C.E. teacher, also experienced EFL teacher for children and beginners required.  
Write: Mrs. Sains, English Centre, Pedro Frances 22A, Ibiza, Spain. (34518) 460000

## Bangkok Patana School PRINCIPAL

required for September 1987.

This primary day school has 500+ pupils aged 4-13 and provides tuition up to Common Entrance level.

**CANDIDATES** should be heads or deputy heads of primary schools with a minimum of three years' experience at this level. Experience of teaching in an international environment would be an advantage. They must be prepared to learn Thai and take a qualifying language examination within the initial contract period. Preferred age range 35-46 years.

**TERMS OF SERVICE** - Initial contract 2 years' renewable up to probable maximum 5 years. Salary at present exchange range from £19,000 p.a. approx. plus bonus. Annual home leave including fares for Principal and family. Rent allowance, car provided. Children's education allowance. Medical scheme.

For further details and an application form, please apply urgently with CV and the names of two referees to Mr. F.J. Smith, Gabbitts-Thring Recruitment, 6-8 Sackville Street, London, W1X 2BR. Tel: 01-734 0161.

**Gabbitts-Thring**

## If your skill is here, you're probably wanted there.

### Bangladesh

Three teachers are required to set up English teaching resource centres in Dhaka, Chittagong and Rajshahi funded by the British Council. They will liaise with local teachers of English in schools and colleges and organise workshops and seminars.  
Qualifications BA and TEFL certificate/PGCE, or BED. Three years TESOL experience is essential.

### Bhutan

Experienced primary teachers are required to work alongside Bhutanese colleagues in primary schools in introducing the New Approach to Primary Education which is being piloted in some schools. The job will also involve running in-service workshops for primary teachers.

Qualifications BA/BSc and PGCE specialising in primary, or BED. Two years experience is required. Experience with EFL/primary maths would be an advantage.

### Papua New Guinea

Eight English and six science teachers are required to work in rural provincial high schools. Teachers may have to teach more than one subject and be involved in a wide range of extra-curricular activities.  
Qualifications BA/BSc and PGCE, or BED.

### Conditions of work

- Pay based on local rates
- Rent-free accommodation
- National insurance and medical insurance paid
- Equipment and re-equipment grants provided
- Language training provided where necessary

### Egypt

Seven in-service teacher-trainers are needed to assist inspectors in running formal in-service courses and making more informal advisory visits to teachers in schools. Some time will be spent teaching in a secondary school.  
Qualifications BA and PGCE, or BED. Two years teaching experience, preferably in TEFL/modern languages, is required.

### St. Lucia

A teacher-trainer is needed by Sir Arthur Lewis Community College to teach mathematics as well as the principles and theory of maths teaching to prospective Primary and Junior secondary school teachers. Similar teacher-trainers may also be needed for Ghana.  
Qualifications BA/BSc in Maths and PGCE, or BED. Two years primary teaching experience is required.

### Tanzania

Twelve English and two science teachers are needed to work in secondary schools where the accent is on education for self-reliance. Teaching will be up to 'O-level' equivalent and possibly 'A-level' equivalent for science.  
Qualifications BA/BSc and PGCE, or BED.

- Return flight paid.
- Posts approved by our field staff.
- Posts are for a minimum of two years.
- Applicants should be without dependants.
- Many employers will grant leave of absence.

**VSO** I'm interested I have the following training/experience.

Chisley 313757 Name \_\_\_\_\_

Address \_\_\_\_\_

Post to: Enquiries Unit, Voluntary Service Overseas, 9 Balgravy Square, London SW1X 8PW.

TES/22/5 (24p SAE appreciated)

## ENGLISH LANGUAGE TEACHERS TAX-FREE OPPORTUNITIES IN SAUDI ARABIA

British Aerospace can offer immediate opportunities for qualified male English Teachers to join our staff in Saudi Arabia, where they will be engaged in teaching English to students and cadets beginning their training in the Royal Saudi Air Force. These are exceptional opportunities for experienced teachers to earn high tax-free salaries.

The minimum qualifications required are either a degree with Language or Linguistics as a subject or a Teacher Training Certificate (one year post-graduate or 3 years non-graduate) in any subject. If the subject is not a language, then a TEFL qualification is a further requirement. We are also looking for at least 3 years' experience in TEFL.

Successful candidates will work in well-equipped educational facilities as part of our large British expatriate staff in Saudi Arabia. In addition to the high tax-free salary, they will receive free accommodation, messing, medical care, life assurance and other benefits, including travel-paid UK leave.

Please apply in writing, giving brief details of experience, quoting reference 041/TES to: The Personnel Officer, Saudi Arabia Support Dept., FREEPOST, British Aerospace PLC, Military Aircraft Division, Warton Aerodrome, Preston, Lancs PR4 1LA or telephone Preston 634317.

**BRITISH AEROSPACE**  
...up where we belong

## OVERSEAS POSTS continued

### SPAIN

Infant Teachers required for Sept 1987.  
Write with CV & photo to: Adm. 31074, Madrid. 460000 (34555)

### SPAIN

Experienced proficiency and F.C.E. teacher, also experienced EFL teacher for children and beginners required.  
Write: Mrs. Sains, English Centre, Pedro Frances 22A, Ibiza, Spain. (34518) 460000

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## SPAIN



## PRINCIPAL ASSISTANT EDUCATION OFFICER

POD £19,041 - £20,625 pa inc  
plus essential car user allowance

This is a new post created to deal in part with the work arising from recent legislation and, together with another Principal AEO post, to cover the day to day management of the Schools Division. The duties allocated will depend upon the experience and strengths of the successful candidate.

This is an important middle management post and candidates should be graduates with a second educational qualification and significant administrative/management experience.

Relocation expenses may include 100% of legal fees involved for house sale and purchase, 100% of removal expenses, temporary lodging allowance plus a settling-in allowance of £890 in respect of incidental expenses incurred.



Application forms and further details from the Personnel Department, Civic Centre, High Street, Uxbridge, Middlesex, UB8 1UW. Telephone Uxbridge 50589 (24 hour answering service available). Please quote reference number E/26/25XE.

Closing date 5th June 1987.

Hillingdon as an equal opportunities employer, welcomes applications from candidates irrespective of race, sex, marital status, age, sexual orientation or disability.

(10101)

## Administration Local Education Authority

REDBRIDGE  
LONDON BOROUGH OF  
REDBRIDGE  
TRAINEE CAREERS  
OFFICER  
(One Post)

Salary: Scale 5 Range  
£7,344-£7,998 (including  
Outer London Weighting)

Applications are invited from those wishing to undertake professional training for the Careers Service. Applicants should possess one of the qualifications (degree or diploma) acceptable for entry to a course leading to the Diploma in Careers Guidance, or if over 35, have had good experience in commerce or industry.

Preference is likely to be given to applicants who have a confirmed place at North East London Polytechnic or Kent College for the Careers Service, for the course starting in September 1987.

Redbridge welcomes job applications from all sections of the community. For further details and an application form, please write to the Director of Educational Services, Education Office, 255-259 High Road, Ilford, Essex IG1 1NN, quoting reference E/26/25XE. Tel: 01-478 5020, Ext. 3107. The closing date for applications is 5th June 1987. (10558) 48000

## Assistant Community Education Officer Head Teacher Group 6

(£14,751-£16,236 per annum)

Required September 1987. The purpose of this new post is to support the development of Community Education in Schools, Colleges, and Area Teams throughout West Devon. The post which is available from 1 September 1987 assumes a particular responsibility for staff development and training. The post will be based in Plymouth. Further details and application forms (see 15 x 23 cm required) from Area Education Officer, Civic Centre, Plymouth PL1 2EW. For specific queries about the post contact John Tate, Plymouth 221312 Ext 5041. Closing date 5 June 1987.

DEVON

AN EQUAL  
OPPORTUNITIES  
EMPLOYER



## Principal Officer (Information Technology)

P.O. Grade A/C: £11,952 - £14,862

The main responsibility of the holder of this new post will be to lead a small team in maintaining and developing computer systems in the Education Department. The ideal candidate will have experience in a middle management position in the Education Service, of implementing and/or using computer systems and an understanding of schools organisation. The qualities looked for include an analytical mind and an ability to present possible solutions verbally or in writing.

Application forms, to be returned by 5th June, 1987, together with further particulars may be obtained from the Chief Education Officer, (Staffing Non Teaching), Education Offices, Tipping Street, Stafford, ST16 2DH.

Trade Union Membership encouraged.

Staffordshire  
County Council

An equal opportunity employer

## EDUCATION AND RECREATION DEPARTMENT

### ADMINISTRATIVE OFFICER, SCHOOLS GOVERNMENT

Scale SO.1 £10,569 - £11,271 per annum  
plus £738 London Weighting

The Education and Recreation Department has established two new posts of Administrative Officer (SO.1) within the Schools Section of the Department to undertake work in connection with School Governing Bodies and the requirements of the Education Act 1986. One appointment has already been made but applications are now invited for the second post.

The successful candidate will be responsible to the Senior Administrative Officer (Schools) for co-ordinating School Government work under the Act. He or she will be expected to act as Clerk to a number of School Governing Bodies and to represent the Authority at parents' annual meetings. Good communication skills and the ability to express oneself clearly both orally and in writing are essential. The work is challenging but interesting and could provide a good introduction to educational administration. The officer appointed will be required to attend evening meetings on a regular basis during school term times.

It is hoped to make an appointment from 1st September, 1987 or earlier if possible. Further information about the post and an application form may be obtained from the Director of Education and Recreation (ext. 3286) at Crown House, London Road, Morden, Surrey SM4 6DX.

Closing date: 8th June, 1987.

(18803)

LONDON BOROUGH OF  
**merton**

Merton is an Equal Opportunities Employer.  
All applications will be considered on their merits.

## General Inspector/ Adviser

Carlisle

Burnham Headteacher Group 8:  
£16,785 - £18,273 (under review).

Cumbria L.E.A. wishes to appoint to this post from 1st January, 1988. Applicants should have appropriate senior experience in secondary education. A curricular expertise in the humanities field is required.

The successful applicant will have a general pastoral responsibility for a group of schools in the East area of Cumbria.

Further details and application form from the Director of Education, 3 Portland Square, Carlisle CA1 1PU.  
Closing date 19th June, 1987.  
Post open to both men and women.



## EDUCATION DEPARTMENT 8 Bond Street, Wakefield Senior Assistant Education Officer (Further and Higher Education) Grade JNC 5 £20,193 - £22,215

Applications are invited for this third-tier post in the Education Department, which has become vacant on the appointment of the present postholder as Deputy Chief Education Officer with another Authority. The person appointed will be responsible for Further and Higher Education in the District; the Youth Service; the Careers Service; links with the M.C.S.; and the Joint Services, which are administered by Wakefield and also used by other Authorities. The Joint Services include the Educational Resource Service, Clarke Hall and Woolley Hall.

In addition, to appropriate qualifications and teaching experience, candidates should have substantial experience in educational administration. An essential car user allowance is attached to this post and assistance with removal expenses and temporary housing may be available (Post Ref. No. E382). Application forms may be obtained by writing to the Chief Personnel Officer, Town Hall, Wakefield, WF1 2HQ or by telephoning Wakefield 367111, ext. 3113, to be returned, quoting the appropriate reference number, by 8 June, 1987.

(10104)

City of  
**WAKEFIELD**  
METROPOLITAN DISTRICT COUNCIL

## Administration General

### TEACHER EXCHANGE OFFICER

Executive Officer required to coordinate Teacher Exchange Scheme with maintained schools.

Essential requirements are: teaching experience, a working knowledge of European Language (particularly French) and administrative and managerial ability.

This temporary appointment is to cover maternity leave commencing on 13 June or as soon as possible thereafter, until June 1987. Closing date for applications 5 June.

For further details or to see the Establishment Officer, please write to: Bureau, Seymour House, Seymour Mews, 10111 97E. 500000

## SUMMER DIRECTOR - Live-in Graduate/driver with youth experience direct small lan- guage courses Oxford June 28-July 22 and or July 23- August 1. Pay approx £600 courses TEFL asst. Tel: 0865 333370. 500000

### THE NATIONAL NURSERY EXAMINATION BOARD

#### VALIDATION OFFICER

This is a demanding post which requires a considerable amount of initiative and the ability to work alone and under pressure. The postholder will have proven WP skills and experience in educational administration.

Salary: NJC (APT) grade SO1 - £11,964 - £12,666. Further details from NNEB, Tel: 01-837 5458.

Closing date for receipt of completed application forms: 5th June 1987.

The Board is an Equal Opportunity Employer. 500000

## MANAGER OF LINCOLNSHIRE LMS

(Local Management Scheme) Lincoln  
PO £15,343 - £16,374 p.a.

This new and interesting post has been created to ensure that the Education Committee's wish to establish a scheme for local management in schools can be achieved. The duties will include the promotion, implementation, control, management development and evaluation of the agreed scheme of local management in schools. The post will be temporary for an initial period of up to three years subject to review.

Applicants should have a suitable final professional qualification, together with at least five years' relevant post qualification experience in local education department or educational establishment. The post carries an essential car allowance.

Application forms are available from the County Personnel Officer, County Offices, Newland, Lincoln. Telephone Lincoln 42221 (24 hour service) Please quote ED725. Closing date 3rd June 1987.

Lincolnshire  
County Council

CYNGOR SIR  
**GWYNEDD**  
COUNTY COUNCIL  
ADRAN ADDYSG  
**YMGYNGHORDD SAESNEG**  
SOULBURY GRŵP 8 AR GYFER YMGYNGHORWYR PWNC  
£16,758-£18,273  
(DISGŴYL DYFARNIAD CYFLOG)

Gweithdref celsieddau am y dyddod uchod gan athrawon neu ddarlithwyr rhugl yn y Gymraeg a'r Saesneg gyda dymhyddoldeb priodol a phroffesiad llwyddiannus o ddysgu Saesneg. Bydd y gallu i gyfrannu ym maes Drama yn fanteisio. Yn ychwanegol at gyfrifoldeb ledled y sir am y Saesneg, disgwyllir i'r ymgydd llwyddiannus ysgwyddo 2000 cyfrifoldeb bugallol. Bydd angen lddo/iddi hefyd gyfathrebu'n agos gydag Ymgynghorydd y Gymraeg ar weithdrefu polisiau dywilethog yr Awdurdod.

Amcyswrt ym ymuno a'r rhai ar gyfer Steff Gwelyddol Awdurdod Lleol. Gallu i gyfathrebu yn y gymraeg a'r Saesneg yn angenrheidiol. This is an advertisement for an English Advisor for which the ability to communicate in Welsh and English is essential. Dyddiad Cau: Mehefin 1, 1987. Ffurfiennol cels a manyllion pellach gan Swyddog Personol y Sir, Swyddfa'r Sir, Caernarfon LL55 1SH, Ffôn (0286) 4121 ext. 2078. (10104)

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## LONDON BOROUGH OF HAVERING EDUCATION DEPARTMENT

### ASSISTANT EDUCATION OFFICER

Grade PO3(a)  
Salary £18,654 - £19,818 p.a. inclusive

Applications are invited from graduates with successful teaching or lecturing experience and previous administrative experience, preferably in a local authority, for the senior appointment, which carries responsibility for secondary schools, youth service and related matters.

The Authority is currently reviewing secondary and post 16 provision, and the successful applicant will, as a member of the Director's Senior Management Team, be expected to play a formative role in the development of Secondary education. A proven record of initiative, common-sense, and capacity for hard work will be looked for.

Further particulars and application forms are available from the Director of Educational Services (ref: Staffing/10/223), Mercury House, Romford, RM1 3DR. Tel: Romford 66990 ext 4551.

Closing date: 3rd June 1987.

(10104)

## BOROUGH COLLEGE OF TECHNOLOGY Unemployment Development Officer

A two-year post is available at Lecturer II level to manage an Educational Support Grant project, funded by the D.E.S. and L.E.A. to investigate the needs of the unemployed in the Borough.

The postholder will be based in Barking College of Technology with a Secretary and office facilities provided. It is hoped to hold interviews during the week commencing 8th June 1987.

Salary Scale:- £9,705 - £14,788 p.a. inclusive (Under Review)

Further details and an application form (see a. please) from the Administrative Officer, Barking College of Technology, Dagenham Road, Romford RM7 0XU returnable by 5th June 1987. (18808)

Barking &  
Dagenham  
Education Department  
An Equal Opportunity Employer

## EDUCATION DEPARTMENT CAREERS SERVICE

### CAREERS OFFICER (Main Grade) Aveley/Stamford Post No. C0866

Scale 4 or 5 £7,311 - £8,172 or £8,391 - £9,216 plus £225 outer fringe allowance

Applicants who will hold the Diploma in Careers Guidance or equivalent, will be required to carry out a full range of duties including vocational guidance of young people in schools, and counselling and guidance for the young unemployed.

Good progression prospects to senior posts. Generous relocation expenses payable in appropriate cases.

Closing date 5 June 1987

Application forms and further details are available from the County Education Officer (P), P.O. Box 47, Threadneedle House, Market Road, Chelmsford, CM1 1LD (Chelmsford 267222 Ext: 2626).

(10180)

ESSEX  
County Council

## EDUCATION DEPARTMENT

### PART-TIME CAREERS OFFICER

£4,564 - £4,977 inc. pa. (pro rata to £9,129 - £9,954 inc. pa) (18 hpw).

Required a Careers Officer who has completed their probationary year for this post based at Richmond Tertiary College in Twickenham.

The postholder will be expected to advise pupils of all ability levels in a comprehensive school and students at a Tertiary College studying for GCSE, GCE 'A' level and a wide range of vocational qualifications.

Arrangement of working time by mutual agreement.

Form and job description from Non-Teaching Personnel Section, Regal House, London Road, Twickenham TW1 3QB (01 891 7518), returnable by 5th June 1987. (10131)

RICHMOND BOROUGH OF  
RICHMOND UPON THAMES  
an equal opportunity employer

## Inspector for Visual Arts

Applications are invited for this newly established post which offers considerable scope for an experienced, enthusiastic and well qualified teacher committed to Visual Arts as an essential part of the education for all pupils. The post is suitable for those now to Inspectorate work or for experienced inspectors and Advisers seeking a new challenge. Detailed duties are negotiable. Conditions of service are Southbury and salary is in the range Head Teacher Group 8-10.

Tenable: 1st January 1988, or earlier if possible.

This is a re-advertisement, previous applicants need not re-apply.

Further details and application form are available from the Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon CR9 1TF. Telephone 01-780 5480.

Closing date for applications 12th June.

(10187)

CROYDON  
EDUCATION

## DIOCESE OF SOUTHWELL

### Applications are invited for the post of Director of Church Schools

to work in the Education Team and be responsible for 34 aided and 41 controlled schools including 3 aided comprehensive schools.

Further particulars and application forms from:

The Bishop's Secretary, Bishop's Manor, Southwell, Notts NG25 0JR. Applications by 19 June.

Interviews 16 and 17 July 1987.

Salary: Lay person: £12100 - £15200 p.a.

Clergy: that of residential canon plus housing allowance.

(10182)

## WANDSWORTH HEALTH AUTHORITY ST. GEORGE'S DISTRICT SCHOOL OF NURSING National Health Service - New Appointments Lecturer in Biological Sciences Applied to Nursing

Grade: National Health Service Administrative & Clerical Grade 13.  
£10,580-£12,854 p.a. London Weighting: £1,201 p.a.

Required for September 1987.

Two experienced full time teachers who can contribute to the teaching of biological sciences to student nurses undertaking general and mental health nursing courses.

The School is the largest in the South West Thames Regional Health Authority, offering courses to graduates and non-graduates.

National Health Service experience is not essential.

The successful applicants will liaise with 60 teaching staff, and be expected to contribute to curriculum development and undertake research activities in their subject applied to nursing.

For further particulars and an application form, please contact Mr. P. Cheung, Director of Nurse Education, St. George's District School of Nursing, St. George's Hospital, Blackshaw Road, London SW17 0QT. Telephone: 01-672 1255 Ext. 4969.

Informal visits welcome.

Closing date: 3 weeks from today's date.

(10108)

## Education Trainee Careers Officer (2 posts) £6,606-£7,153 p.a.

These posts are on a one year fixed term contract. The successful candidates will be seconded to study for the Diploma in Careers Guidance at Trent Polytechnic, which is a one year full time course commencing in January 1988. Applicants (male or female) should be graduates or holders of an equivalent level qualification and preferably have experience of employment in industry, commerce or the public service. Careers Officers work with pupils and students in schools and colleges and applicants should be able to demonstrate an interest in and capacity for working with people of all ages.

Application forms and further details are obtainable from the Principal Careers Officer, Careers Service Headquarters, Exchange Buildings North, Smithy Row, Nottingham, NG1 2DE. Tel. Nottingham 418511 ext. 265. Closing date 8 June. Please quote ref. 145.

An Equal Opportunity Employer.

Nottinghamshire  
County Council  
County Hall-West Bridgford  
Nottingham NG2 7OP







PERIPATETIC POSTS  
continuedWALSALL  
METROPOLITAN  
BOURNEMOUTHPERIPATETIC  
WOODWIND TEACHER  
(Scale)

The successful applicant will be expected to teach all woodwind instruments to all standard groups up to grade 8 in both primary and secondary schools. Take part in Saturday morning music Centre activities and assist with the running of the Youth Wind Band. Appropriate travelling expenses for mileage incurred in carrying out teaching duties will be paid.

Closing date: 31st June 1987.

Walsall is an Equal Opportunity Employer. (13447) 670000

## Outdoor Education

## CHESHIRE

(WARRINGTON) Warrington Industrial Training Trust Limited, a Mutual Training Trust, requires a qualified instructor for full-time post in Warrington, operating from a 60 ft narrow boat.

This exciting venture, which has been built on a narrow boat and it is planned that it will be a mobile, active site and places of interest within 100 miles of Warrington. Applicants should preferably possess a N.C.E. and M.I. qualifications, be over 21 and able to work safely on their own initiative, be innovative and able to commit to the personal development of visiting people in an outdoor environment.

Contract - annually renewable normally from March to November. Salary - £7,154 per annum plus bonus. Application forms available from: Personnel and Training Manager, WITT LTD, 12 Canon Street, Warrington, Cheshire WA1 1JL. Closing date: 31st June 1987. (37592) 680000

**COURTARDS CENTRE** Biology & Geography Field Course for level 2 GCSE. Field Work for Primary, A Level & M.A. Courses. Adventure Courses, Canoe, sail, climb, water skiing, ride, assault course & more. Integrated with field work if desired. Tailor made courses. Also Family & Children's Adventure Holidays, July/Aug. Contact: The Director, Courtards Centre, Mr. Kings, (0345) 550227. 680000

## HAMPSHIRE

## EDUCATION COMMITTEE

## SOUTHAMPTON

## BOURNEMOUTH

## NATIONAL MARITIME

## EDUCATION

## ORIGINATOR

Wanted for 1st September 1987 for this brand new purpose-built Centre.

The postholder must be a qualified teacher with good sailing qualifications.

The postholder is responsible to the Director of the Centre for the day-to-day running of the Centre.

Applicants should be committed to the use of the education across all age groups.

An extra allowance is included in the salary range of £11,171 to £12,481.

Salary: £11,171 to £12,481. 26 + 20% in recognition of some evening and weekend work.

Closing date 29th May 1987.

Application forms and Job Description etc. from County Education Officer, Castle, Winchester, Hampshire SO2 8JG. Winchester SA411. Ext. 733.

13437/5/87. Hampshire County Council is an equal opportunity employer. Applications are particularly welcome from people with disabilities. (143731) 680000

## ITALY

Bright instructors & EFL Teachers required to teach English in Italy. 2nd August. Knowledge of Italian useful. Please send exp. CV & photo to: Mrs. Helen Hume, 1434/3/87. 680000

## LAKE DISTRICT

## CASTLE HEADFIELD

## CENTRE

## SUMMER ASSISTANT

April-October for Biology/Geography training. Broad natural history interests. Good teaching qualifications useful. Not essential. Creative, enthusiastic, interested in young people, sense of humour, initiative, all important. All day activities skill will be extremely useful.

Post offers training and experience to young people seeking permanent position in field studies or Outdoor Education. For details ring 044-84-309. (13755) 680000

## English as a Foreign Language

## BERKSHIRE

RESIDENT POSTS available for experienced EFL teachers in the area of 10-12 week residential courses for children and adults. Details from: Vocational Studies, Newbury, Berkshire RG14 2JL. Tel: (0335) 41667/35711. 700000 (135279)

## BOURNEMOUTH

## RSA COURSE AT ITTC

Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre offers a full-time introductory course leading to the Royal Society of Arts Preparation Certificate in Teaching English as a Foreign Language. Details from: ITTC, 674 Wimborne Road, Bournemouth, Dorset BH12 4JL. Tel: (0202) 700000 (135288)

## CAMBRIDGE

## BELLINGHAM

Teacher required for nine week summer term (29/6 - 28/8). RSA TEFL or equivalent. The Principal, The Bell School, Cambridge CB2 2JL. Tel: (0223) 347342. (135288)

## CHILTERNHAM

CHILTERNHAM LANGUAGE CENTRE. Director of Studies. Responsible for organising and managing all aspects of the teaching programme. 16130 p.w. and 10 Teachers 12140 p.w. for eight-week intensive English course in JULY/AUGUST for young overseas adults. Accommodation available if required. Apply by letter detailing qualifications and experience with 2 references and telephone number to: Mr. G. Box 139, Chiltonham, Glos. 700000 (134723)

## COURSE DIRECTORS

For non-residential summer posts in Richmond, Windsor, Egham, Bath, Weymouth and Winchester during July/August. Directors must be good organisers, and have good teaching qualifications and experience. 16130 p.w. must be graduated and/or qualified teachers with at least nine months experience and/or work certificate with cv to: Thames Valley Cultural Centre, Wilton St, Reading RG1 2BN. (0345) 550227. 700000 (134978)

## LONDON NW1

## CENTRAL LONDON

## COMMUNITY

## SCHOOL

Requires temporary summer courses for foreign students in June/July/August. Experienced teachers required for Junior and Teenager classes. 16130 p.w. must be graduated and/or qualified teachers with at least nine months experience and/or work certificate with cv to: Thames Valley Cultural Centre, Wilton St, Reading RG1 2BN. (0345) 550227. 700000 (134978)

## COURSE DIRECTORS

are required to run EFL summer courses from early July in Kent, London, Leicester, Northampton, Peterborough, Plymouth, Reading, Southampton and Twickenham. EFL teachers (graduate status) also required in Scotland, Oxford, Northampton, London and Cardiff. Contact: Mrs. J. Hume, 134 Putney Road, Putney, London SW15 2NF. Tel: (071) 434 7475. (134606) 700000

## DORSET

## KING'S SCHOOL GROUP

Bournemouth. EFL teachers required for period 22nd June to 28th August 1987 or part thereof to teach on intensive courses for adults. Suitably qualified and experienced teachers only. Please write or phone to: Mrs. J. Hume, 134 Putney Road, Putney, London SW15 2NF. Tel: (071) 434 7475. 700000 (134606)

## LINCOLN

## Ref. MC. TEFL

Course based on the intensive method in being held from 4th to 11th July 1987 in Lancaster (residential). Successful participants will be recommended for post with intensive abroad experience. Ref. Urgent vacancy exists in Ludborough, West Germany for a qualified teacher to start. For both of the above, applications must be made to: Mrs. J. Hume, 134 Putney Road, Putney, London SW15 2NF. Tel: (071) 434 7475. 700000 (134606)

## SHEFFIELD

## CITY POLYTECHNIC

Are you a graduate or teacher interested in working overseas? Why not train to teach English as a Foreign Language? Open Polytechnic Distance Training programme for teachers of English as a Foreign Language. Associate Diploma (TESOL), Licence Diploma (TESOL), Fellowship (TESOL). For full details write or telephone to: Mrs. J. Hume, 134 Putney Road, Putney, London SW15 2NF. Tel: (071) 434 7475. 700000 (134606)

## KENT

SUMMER POSTS. Graduate staff required mid-July, early August 2/4 weeks based on full-time wages. Courses for overseas children in boarding schools in South East. EFL tutors, senior teachers, ancillary staff needed. Salary £1400 p.w. + full travel. Tutors must have TEFL. All must have clear criminal record. 25-35. If you like children, hard work, sport, and a fantastic opportunity to work abroad, write to: Mrs. J. Hume, 134 Putney Road, Putney, London SW15 2NF. Tel: (071) 434 7475. 700000 (134606)

## BOURNEMOUTH

## COUNTY COUNCIL

## EDUCATION DEPARTMENT

TEFL tutor required full-time. Lecturer in English. Full-time contract from 1st July.

Applications will be considered from graduates with RSA Certificate in Teaching English as a Foreign Language, at least 4 years' full-time TEFL teaching experience.

Job description and application form from Head of English Studies, Hildesheim College, St. Peter's Road, Bournemouth, Kent CT10 700000 (134588)

## LONDON N6

## PRINCIPAL

ST. GILES COLLEGE, Highbury, London. Applications are invited for the post of Principal of this leading college in the St. Giles Group.

The person appointed to this important position must be well-qualified and experienced in all aspects of school management and administration. A wide knowledge of the English language and experience with 2 references and telephone number to: Mr. G. Box 139, Chiltonham, Glos. 700000 (134723)

## COURSE DIRECTORS

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## OXFORDSHIRE

## YAGO SCHOOL

Blitchington Oxford OX3 3BW. Requires temp. summer school teachers and activities organisers for July/August. Salary £750. Non-FTE.

Some residential posts available; full board and lodging offered; full time for evening and some work duties. 700000 (137286)

## OXFORD

## EFL TEACHERS

ST. CLARE'S. Welcomes applications from qualified EFL Teachers for full-time summer posts in 1987.

Applications to Mr. W. Dineen, St. Clare's, 138 Banbury Road, Oxford OX2 7AL. (0866) 700000

## QUALIFIED WOMAN

late 30's requires TEFL or EFL course Director's post. Home based, temporary, permanent. Box No. 1055, 00714 Priory House, St John's Lane, ECU 700000 (134176)

## REGENT SUMMER

## SCHOOLS

In seeking the following qualified and experienced staff:

4 Course Directors (Non-Teaching).

2 Social Directors (Non-Teaching).

EFL Teachers.

Please apply to: Regent Summer Schools, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100. (134466) 700000

## SHEFFIELD

## CITY POLYTECHNIC

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## COURSE DIRECTORS

Required for non-residential intensive English courses in this summer in many locations. 21-25 p.w. Write or phone for details: Academic Registrar, Oxford International College of English, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100. (134345) 600000

## SPAIN

EFL Teachers Pounds 18,000 (approx) for 2 years contract from September 1987. Minimum requirements: Postgraduate DIP. TEFL or equivalent plus 3 years experience. General English Teaching children (8-14 years) and adults. Write to Teresa Esquivias, Legaspi Artists, 16, 31069 Pioneros, Spain. (134746) 700000

## MULTILINGUA

TEFL COURSES. One-week intensive courses, to give a thorough introduction to the practical techniques of teaching English as a Foreign Language. Contracts abroad. Multilingual teachers teaching over the world.

Please contact: Multilingual, 8 Hall Ings., Bradford BD1 (13558) Tel: 0374 760000

## SUMMER

VACANCIES. If you are looking for an exhilarating summer job working abroad, we have vacancies for international residential camps. We have vacancies for EFL TEACHERS.

For details and application please send us specifying your qualifications and experience. Bucknold International Summer School, Bucknold, East Sussex. (025257) 700000

## SUBSEX

ST. GILES COLLEGE. Highbury, London. Applications are invited for the post of Principal of this leading college in the St. Giles Group.

The person appointed to this important position must be well-qualified and experienced in all aspects of school management and administration. A wide knowledge of the English language and experience with 2 references and telephone number to: Mr. G. Box 139, Chiltonham, Glos. 700000 (134723)

YAGO SCHOOL requires full-time qualified EFL teachers for pre-school, primary, secondary and adult students at our various schools in Madrid. Teachers also required at our Oxford and Dublin schools. Some temporary summer posts still available at Dublin and Oxford. Please send full cv with references to: YAGO SCHOOL, Blitchington, Oxford OX3 3BW. Tel: (0866) 700000 (134133)

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